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THE AMERICAN School Board Journal

A PERIODICAL *of* SCHOOL ADMINISTRATION



THE BRUCE PUBLISHING CO.
MILWAUKEE . . . CHICAGO . . . NEW YORK

AUSTRAL SCHOOL EQUIPMENT

WINDOW • WARDROBE • BLACKBOARD FIXTURE

Architects who use
AUSTRAL in
representative prominent
Schools . . .



High School, Valley Stream, L. I.
Frederic P. Wiedersum—Archit.



Port Chester High School, Port Chester, N. Y.
Tooker & Marsh—Archts.



Prospect Ave. School, Westfield, N. J.
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The judgment of School Specialists favors AUSTRAL Products, evidenced by their long use in America's finest schools . . . Simplified . . . Economical . . . Efficient . . . Modern . . . By true excellence of workmanship they stand the test of experience . . . Specify AUSTRAL.

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AUSTRAL Windows afford perfect ventilation without draft.



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The AUSTRAL Multi-Use Blackboard Fixture renders blackboard space more flexible.



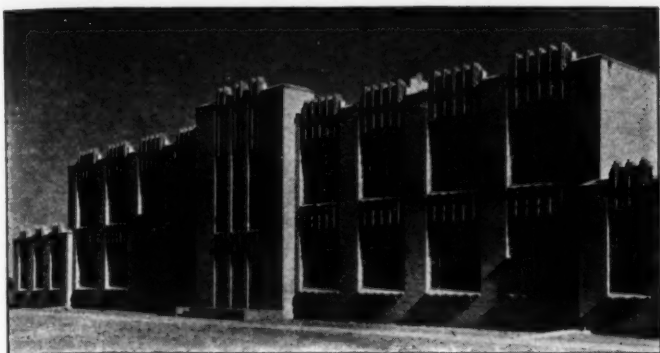
Tarrytown High School, Tarrytown, N. Y.
Guilbert & Betelle—Archts.



Junior High School, Mamaroneck, N. Y.
Knappe & Morris—Archts.

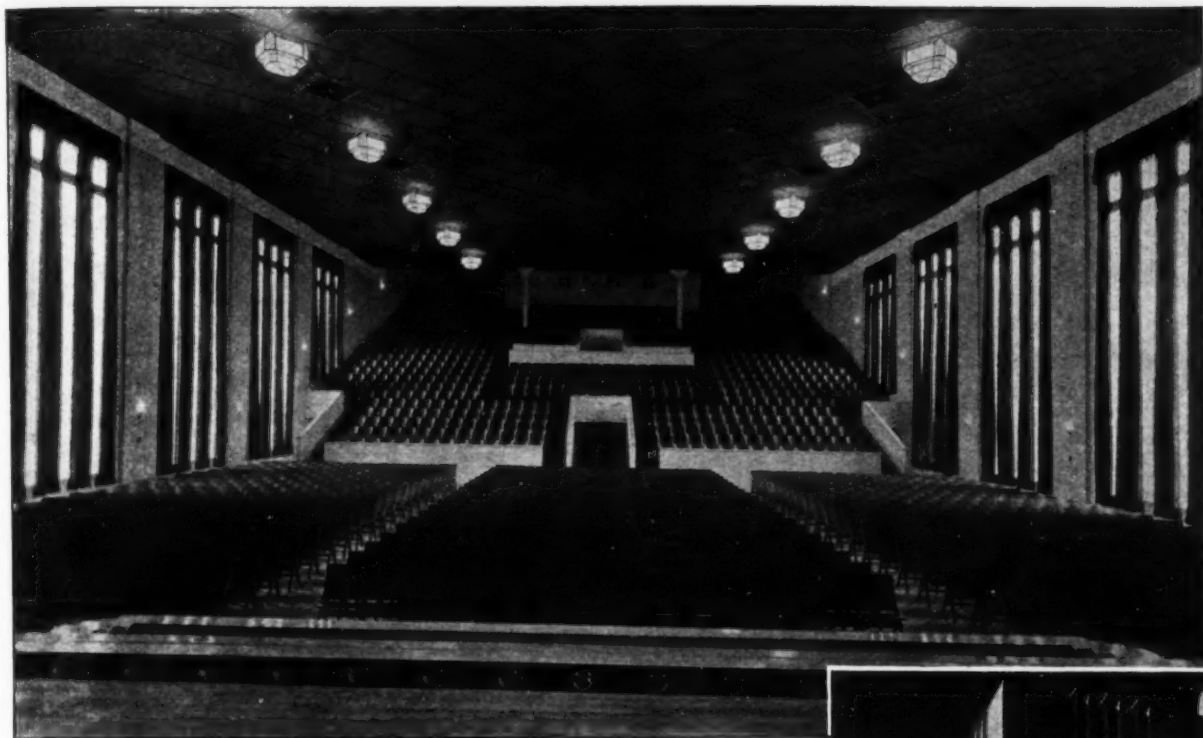


Theodore Roosevelt High School,
Washington, D. C.
A. L. Harris—Archit.



Ovid, Colo. High School recent Maple Flooring installation—designed by T. H. Buell & Co.

“WE FIGHT FOR MAPLE— when inferior floors are suggested!”



says
TEMPLE BUELL,
President, T. H. Buell & Co.
Architects—Denver

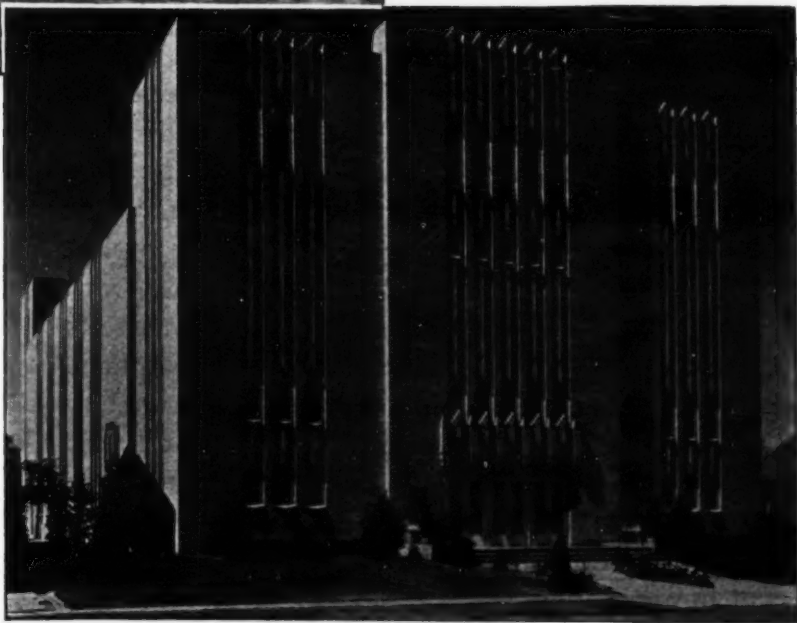
Sterling Memorial Auditorium, Sterling, Colo., designed by T. H. Buell & Co. The level seats in the foreground of the interior view at the left, are removable, leaving a clear floor for dancing and games. For both activities Maple's smooth long-wearing surface is ideally chosen.

THE architect who specifies Northern Hard Maple for school floors knows from experience that Maple will give greater satisfaction, and prove most economical in the long run.

“Maple's tough, close grain,” writes Mr. Buell, “and the even texture of its fibre, have given our clients such satisfactory service as testified to by testimonials from them, that we have made it our standard specification. We fight for it when inferior floors are suggested in order to economize, because we know from our years of experience that the greatest economy exists in initially obtaining the best.”

Northern Hard Maple in strips or blocks combines all the qualities needed for school flooring: Lasting wear and smoothness, warmth and dryness, resilience, easy cleaning, sanitation (it remains free from dirt-catching “pits”), firm anchorage for desks and simplification of alterations. Good service finishes are available especially adapted to school floors of Maple.

These factors are easily translated into student well-being and unequalled economy of installation and maintenance. The architect's knowledge of these facts is behind his specification of MFMA* Northern Hard Maple floors for classrooms, shops, gymnasiums or assembly halls.



Above, exterior view of Sterling Memorial Auditorium

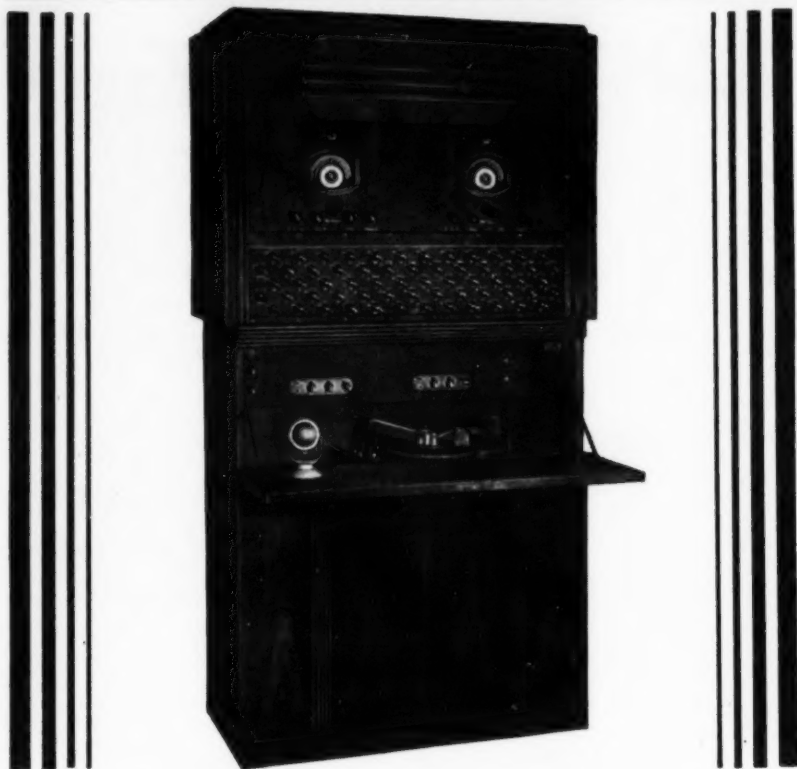
MAPLE FLOORING MANUFACTURERS ASSOCIATION
1780 McCormick Building, Chicago, Ill.

See our catalog data in Sweet's, Sec. 23/33. Let our service and research department assist you with your flooring problems. Write us.

Floor with Maple

*The letters **MFMA** on Maple, Beech or Birch Flooring signify that the flooring is standardized and guaranteed by the Maple Flooring Manufacturers Association, whose members must attain and maintain the highest standards of manufacture and adhere to manufacturing and grading rules which economically conserve these remarkable woods. This trade-mark is for your protection. Look for it on the flooring you use. **MFMA**





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BOTH executive and educational functions are tremendously expanded by the new RCA Victor School Sound System. Your executive duties are facilitated by placing you in complete control of every room, without leaving your office. Your educational activities are supplemented by both radio and records, in which great advances are being made . . . The center of the system is the new RCA Victor Control Cabinet. This contains two complete RCA Victor "Magic Brain" Radio Receivers, with the new "Magic Eye" and Metal Tubes. There is also an automatic phonograph, and a microphone can be connected. Simple switches enable you to connect one or any desired combination of rooms to receive a radio program, hear a record, or listen to your own announcements . . . Other RCA Victor apparatus for school use includes talking motion picture projectors, public address systems, and laboratory equipment such as the Oscillograph, Oscillator and measuring devices. Send coupon below.



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RCA Manufacturing Co., Inc., Camden, N. J., a subsidiary of the
RADIO CORPORATION OF AMERICA

Commercial Sound Section, Dept. AS.,
RCA Manufacturing Co., Inc., Camden, N. J.

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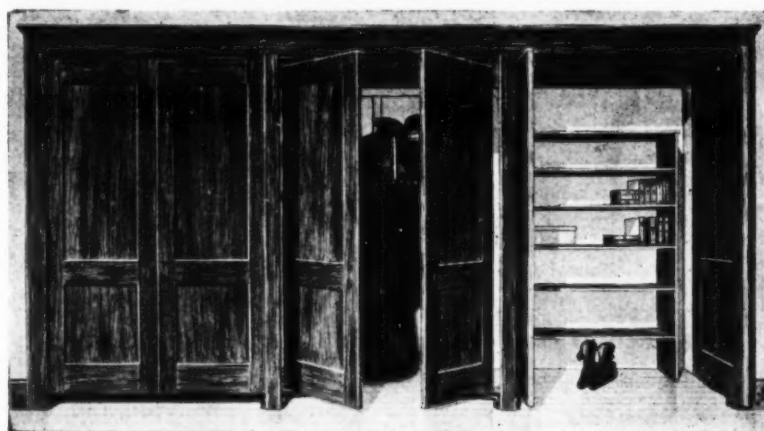
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Class X

equipped with either
"Jamb" type (as illustrated) or "Floor"
type hinges. This is
Class P wardrobe if
made with flush doors.

CLASSROOM WARDROBES High in Quality — Low in Cost

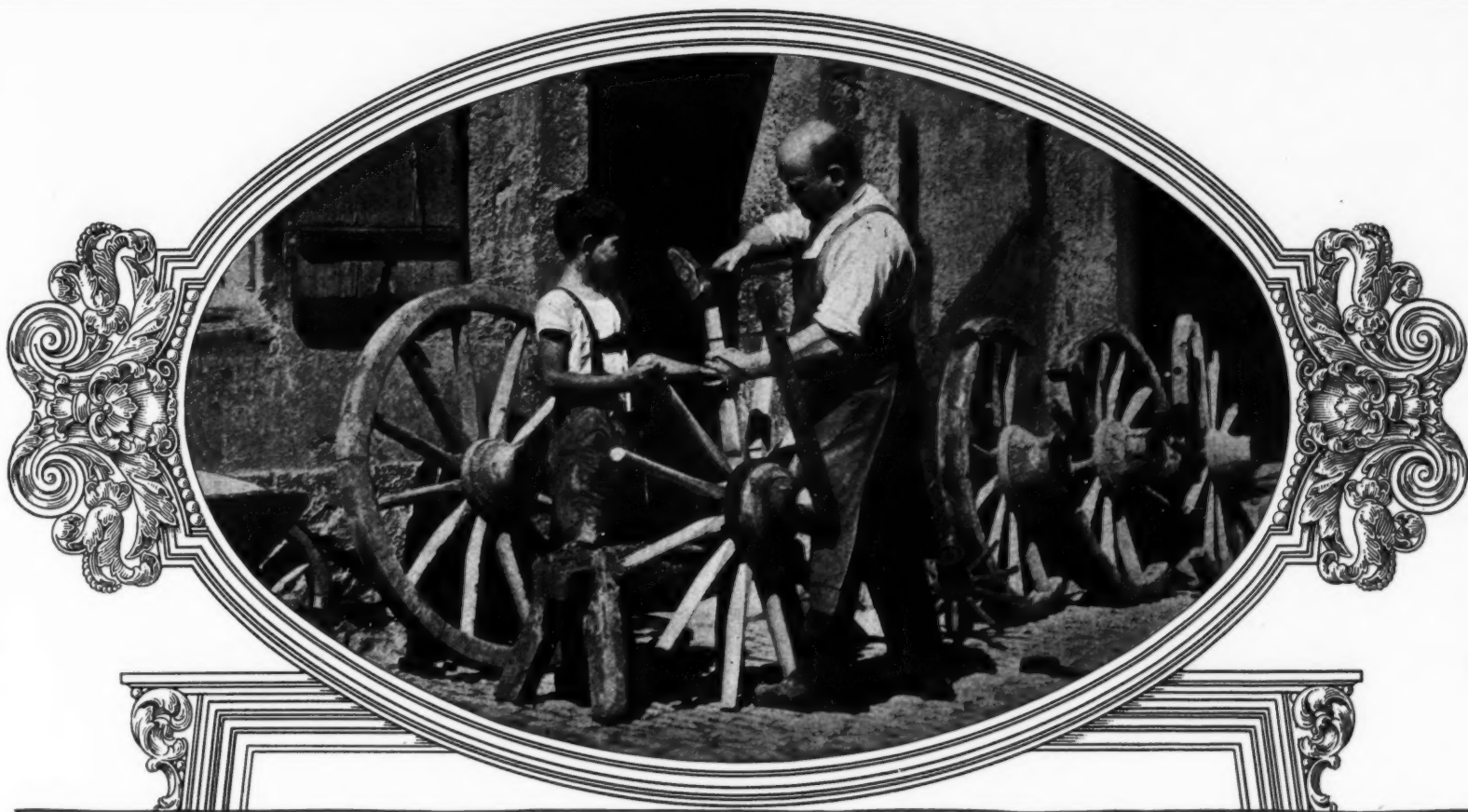
Made to set in a recess flush with the wall. Plaster back, ends and ceiling. No partitions, but with mullions between pairs of doors. Blackboards if required. Five-shelf bookcase instead of clothing equipment at no extra charge when desired.

The "Vanishing Door" hinges on which the doors are hung are made with double pivoted arms and swing the doors back into the wardrobe entirely out of the way. Simple—trouble-proof—and last as long as the building. Wardrobes are furnished complete in the knockdown, with all woodwork cut to size, and only need to be nailed in place. The hinges are easier to put on than common butt hinges. The entire cost of installation is small.

We make many other types of school wardrobes, fully illustrated and described in Catalog "N." Send for your copy.

W. L. EVANS

WASHINGTON, INDIANA, U. S. A.



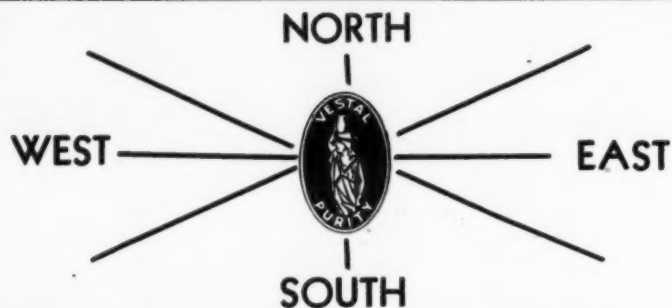
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FROM ALL COMES PRAISE OF VESTAL FLOOR MAINTENANCE PRODUCTS

Read What These Authorities Say:

(Names and complete letters will be supplied on request.)

From the Maintenance Engineer of a Parish School Board down Louisiana way:

"have used Pyra-Seal . . . classroom, gymnasium, corridor floors, and refinishing desks . . . never found anything to compare in wearing qualities as well as looks. . . Corridors through which 600 children pass daily hardly show wear after two years. Pyra-Seal and Vesta-Gloss cannot be praised too highly when finish desired . . . will withstand heavy traffic . . . works equally well on wood and linoleum."

From an athletic director in Michigan:

"Your Pyra-Seal gave us a floor with a pleasing, lustrous finish, which lasted the entire season, afforded excellent traction . . . was practically free from rubber burns, and showed very little wear at the end of the year . . . will continue to use Pyra-Seal."

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"25,000 square feet (edge grain pine) floor in school building finished with two coats of Pyra-Seal and two coats Vesta-Gloss . . . gave wax finish which brought out natural beauty of wood, protected from hard daily usage of 550 boys and girls. . . To clean and maintain floors we use Vesco-Lite, making janitorial service much easier, far cleaner, and more sanitary."

From the Nation's Capitol:

"For past three years have found Pyra-Seal and Vesco-Lite a very satisfactory method of treatment for Gym floor. Just before basketball season floors were treated with Pyra-Seal, which leaves very hard, fast surface . . . easy to keep clean . . . does not rubber burn. Gym is cleaned daily with Buffing Mops and Vesco-Lite Dressing. . . Highly recommend your Briten-All . . . really good all purpose cleaner."

From the Superintendent of a Progressive Pennsylvania School System:

"School District purchased Pyra-Seal to treat gymnasium floors of high school building. Had considerable skepticism due to failure of previous products . . . fearful this would give same results. Desire to state sincerely this is the best surface treatment ever applied to our gymnasium floor . . . retained its lustre . . . fails to mark under rubber soled shoes as did previous products . . . recommend it with enthusiasm."

LET THE EXPERIENCE OF VESTAL USERS GUIDE YOU TO A PERMANENT SOLUTION OF YOUR FLOOR PROBLEMS.

VESTA-GLOSS a self-leveling waterproof wax finish

BRITEN-ALL "The protective cleaner" for all floors

PYRA-SEAL a heavy duty finish for classroom and gymnasium floors

This year it will be EASIER THAN EVER BEFORE TO RECONDITION SCHOOL FLOORS!!

The new Vestal Floor Machine, introduced early this year, was instantly and enthusiastically received by maintenance men everywhere.

A new and radically different design is responsible for its amazing ease of handling and its tremendously increased applied power—all with quiet operation. A new method of gearing—a scientific realignment of weight distribution—a balanced and lowered center of gravity—and numerous other exclusive features make this floor machine different from all others.



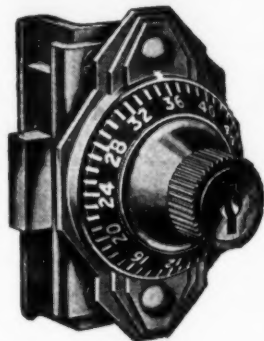
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VESTAL CHEMICAL LABORATORIES
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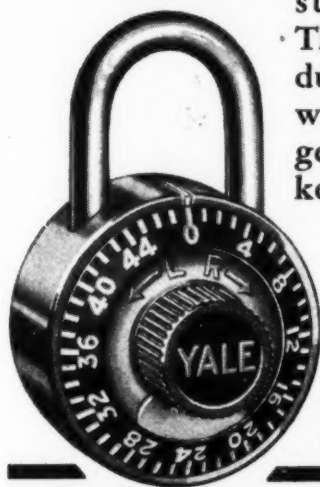
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For school locker systems, YALE Built-in Combination Locker Locks and YALE Combination Padlocks offer the highest degree of security *plus* simplified operation and supervision.

They are produced with or without emergency control key.



YALE
Combination
Locker Lock
No. L4374,
with emer-
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key.



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control key.

Write us your requirements and we will gladly send complete details and specifications

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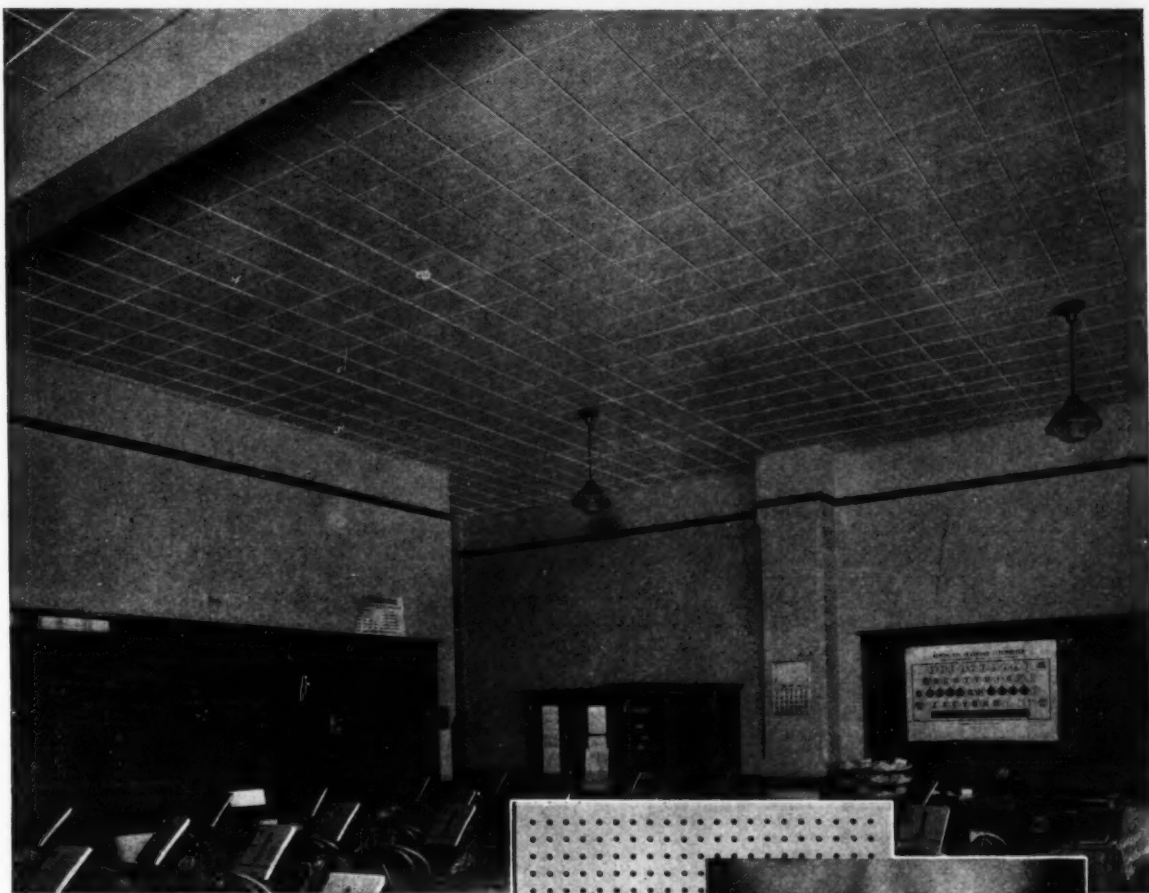
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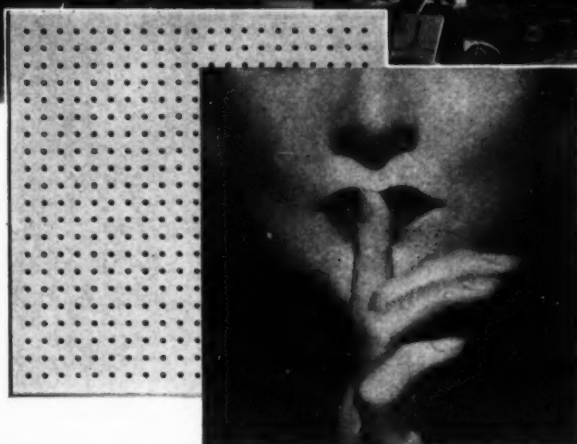
There are installations in every civilized country, in every kind of building, and on ships that travel the water highways of the world. To carry SLOAN Flush Valves to the far places of the earth not once, but repeatedly, indicates a genuine buying preference, not mere salesman-ship. Today the vast majority of all flush valves installed carry the name SLOAN, the standard of flush valve comparison around the world.

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**FOR
BETTER HEARING
FOR
BETTER CONCENTRATION
FOR
EASIER TEACHING**



Typing room, Washington High School, Milwaukee, Wisconsin, is sound-quieted with Acousti-Celotex. Hundreds of classrooms, study halls and libraries throughout the nation have been made more efficient through the application of Acousti-Celotex ceilings.



**ACOUSTI-CELOTEX
SAYS "Hush" TO NOISE**

Sound Condition

with **ACOUSTI-CELOTEX**

● Modern educators have demonstrated that pupils are more attentive, more enthusiastic, learn more readily and are more orderly in classrooms, study halls and libraries that are both quieted and decorated with Acousti-Celotex Sound Absorbing Tiles. It is also a highly efficient material for correcting acoustics in auditoriums and for keeping the racket in gymnasiums within bounds.

Acousti-Celotex Sound Absorbing Tiles may be used in new construction or applied over existing ceilings. They are permanent, economical, easy and inexpensive to install. Six types of Acousti-Celotex offer the

solution for virtually every noise quieting problem in schools. A wide variety of patterns and designs affords unlimited decorative scope—and they may be painted and decorated repeatedly without destroying their remarkable acoustical values.

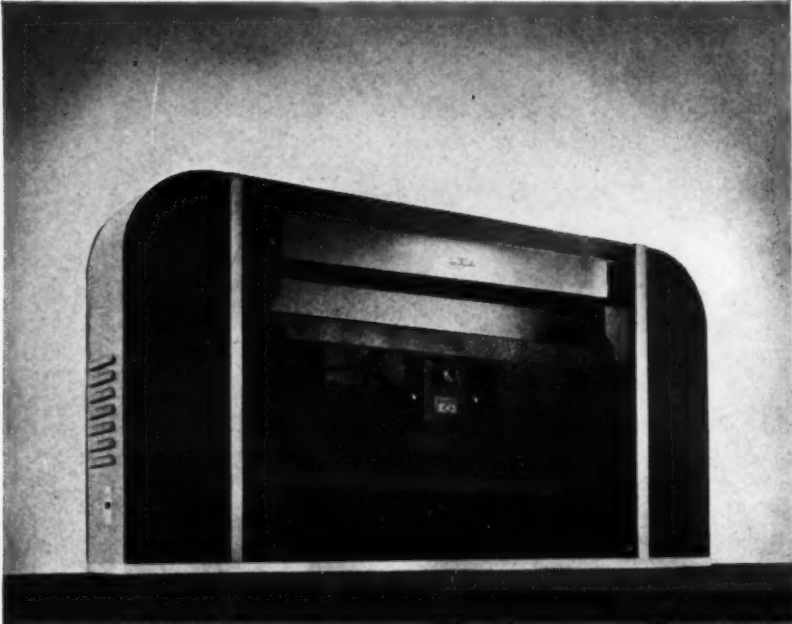
Your local Acousti-Celotex distributor will be glad to make recommendations for solving your particular noise problem without obligation. Or write direct to The Celotex Corporation for data and estimates.

The Celotex Corporation assures prompt service through its world-wide distributing organization.

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ACOUSTI-CELOTEX
TRADE MARK REGISTERED U. S. PATENT OFFICE



Inside... a revolutionary principle!

If you could look into the heart of a Syncretizer, as the camera has done, you would see a normal looking copper tube-and-fin radiator. But within this radiator is a revolutionary principle that has proved so successful in setting new standards of schoolroom heating and ventilating that it is now being enthusiastically adopted for other steam-heating and air-conditioning uses.

Nesbitt dual steam-distributing tubes, inside the regular condensing tubes of the radiator, assure that even the smallest amount of steam will be distributed *uniformly* to the whole radiator. Controlled harmony of air-stream temperature and room temperature is thus made possible; a minimum air-stream temperature is maintained to prevent cold drafts; and marked fuel economy is effected.

Modern schools need the most modern system of heating and ventilating. Specify Nesbitt Syncretizers.

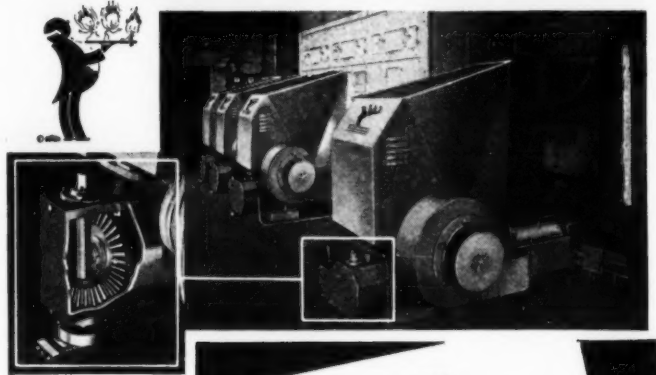
Send for The Story of Syncretized Air
John J. Nesbitt, Inc., Holmesburg, Philadelphia, Pa.

NESBITT
Syncretized Air

PERPETUAL JUNE IN THE CLASSROOM

Nesbitt Syncretizers are sold by American Blower Corporation, Buckeye Blower Company, and John J. Nesbitt, Inc.

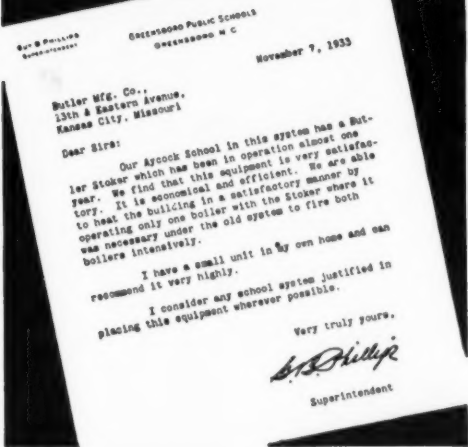
THE AUTOMATIC BUTLER COAL STOKER



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EQUIPPED WITH
THE PULSATOR
AS WELL AS
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CONTROL
TO GIVE THE
HIGHEST
EFFICIENCY
EVER ATTAINED

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BUTLER MANUFACTURING COMPANY
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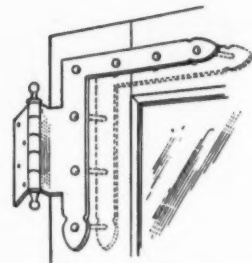
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"SINCE 1893-THE STANDARD"

Schools all over the country have proved by actual experience that Chamberlin Metal Weather Strips pay in dollars and cents. Protected buildings save from 20% to 40% of yearly fuel bills. That means more than your money back in a few years. Chamberlin savings and healthful comfort last the life of the building. Fully guaranteed. Write for complete details.

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No More Sagging Doors

Made for the heaviest possible service, J-M hinges provide the utmost in insurance against sagging or wobbling doors—and during their long life re-pay, many times over, their higher first cost.

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Von Duprin

Self-Releasing Fire and Panic Exit Latches

Any school building erected today can be made safe from the possibility of bodies piled at the doorways, the cause of most fatalities in school fires.

Furthermore, any old school building, of whatever type of construction, can be equipped to make safe exit sure for every person reaching the doors.

Von Duprin Self-Releasing devices do it in both cases. In addition, they are made of drop-forgings, made so well that they last beyond the life of the building, provide easy exit during all these years—at little or no cost for maintenance.

Every school and other public building should have Von Duprins at every exit door.

Sweet's Index $\frac{18}{42}$

Complete literature and specification data is yours on request.

VONNEGUT HARDWARE CO.

INDIANAPOLIS, IND. • Von Duprin Latches are listed as standard by Underwriters Laboratories, Inc.

3rd Act—

LAST SCENE!



Act 1—the specification of Sturtevant Unit Ventilators. **Act 2**—the installation. **Act 3—Last Scene**—the enthusiastic approval.

And this new Sturtevant Unit Ventilator has received the enthusiastic praise and approval of school officials, school boards and architects . . . wherever it has been installed . . . because of its combination of striking modern cabinet design and good engineering.

After careful investigation and comparison, it has been selected for hundreds of new schools, including East High School, Utica, N.Y. . . Manhasset High School, Long Island . . . State Teachers College, Terre Haute, Ind. . . Howard University, Washington, D.C. . . Bessemer School, Bessemer, Ala.

Ask Your Architect about this Sturtevant Unit Ventilator. He has complete information in his 1936 Sweet's Catalog File, Section 26, Catalog 16.

B. F. Sturtevant Co., Hyde Park, Boston, Mass.
Branches in 33 principal cities

B. F. STURTEVANT COMPANY OF CANADA, LTD., GALT.
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**THE NEW
UNIT VENTILATOR
by Sturtevant**

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LEAKPROOF Due to Special Engineering Features the Correct Lubricant is used Assuring

**LONGER
SERVICE**

**POSITIVE
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**NORTON
DOOR CLOSER**

Norton Door Closers control the doors all the way—saving wear on both the doors and hinges. Norton, the largest exclusive manufacturer of door controlling devices, will solve any door control problem supplying the correct closer for the most efficient service.

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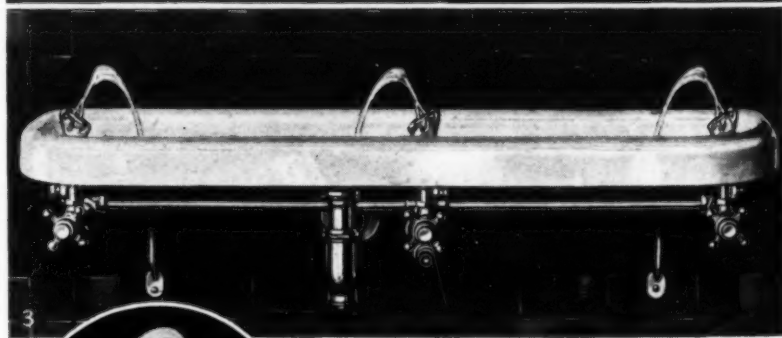
NORTON DOOR CLOSER CO.

Division of the Yale & Towne Manufacturing Company
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DOOR CLOSERS FOR ALL SCHOOL DOORS

**EXCLUSIVE
FEATURES
PLUS
CONVENIENCE**

**SANITARY TWO STREAM PROJECTOR
AUTOMATIC STREAM CONTROL
TROUBLE-PROOF**



This fountain is built for extra convenience at peak loads—it comes in two- or three-projector models. It's a Halsey Taylor—which means that it has in addition every worth-while feature that has made this line outstanding for school specification. Ask for full information.

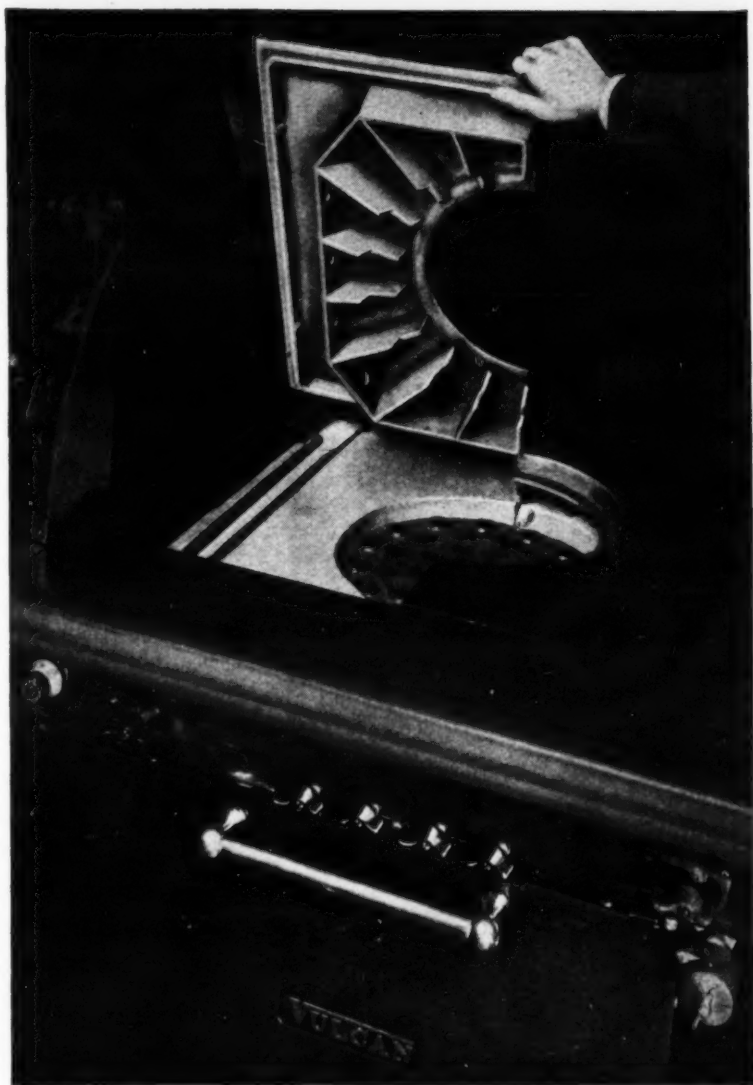
THE HALSEY W. TAYLOR CO.

Largest manufacturers of drinking
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SPECIFY

**HALSEY TAYLOR
DRINKING FOUNTAINS**

The New **VULCAN RADIAL FIN**



COOKING TOP HAS

68%

MORE-THAN-THE-USUAL

**HEAT ABSORPTION
SURFACE**

*How it will cut
your cooking cost!*

Put a stop to the constant loss caused by waste of heat units. Make every cubic foot of gas *do more cooking!*

These radial fins soak up heat—hold it—distribute it in a wide area around each burner—save gas!

Nor is this the *only* feature that helps you cut cooking costs. The nickle-chrome alloy top is twice as heavy as regular tops. The fire bricks are thicker.

These new Vulcan Ranges store heat. You need less gas to bring the top to cooking temperature. Ovens are heavily insulated, and equipped with heat-control. Top temperature-control if desired.

Don't let old-fashioned equipment pile up kitchen-costs any longer. Find out how much this new Vulcan Range will save you. We can tell you—if you write.

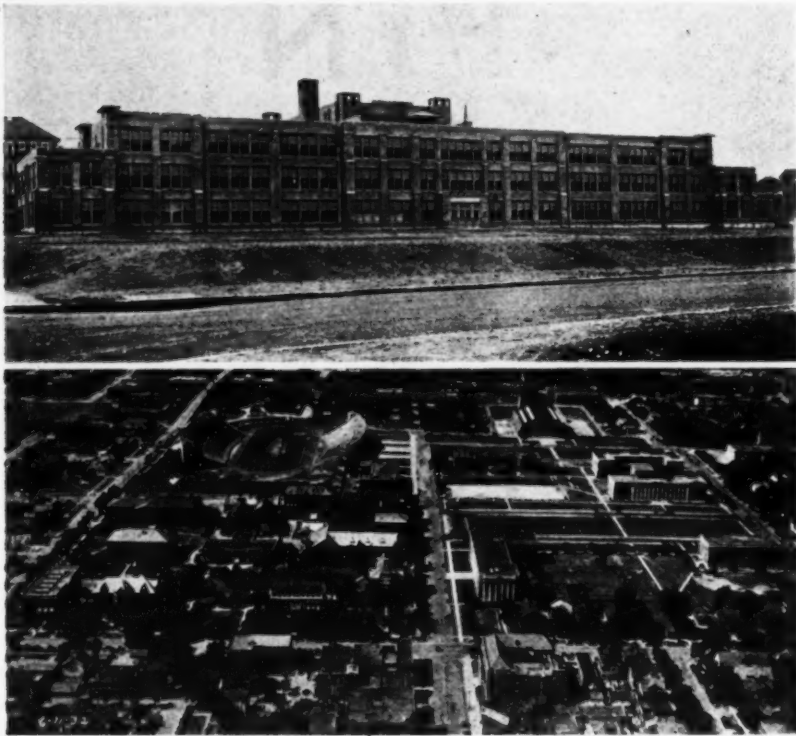
SCHOOL DIVISION

STANDARD GAS EQUIPMENT CORP.

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Insulated Bake Ovens . . . Ceramic Broilers . . . Deep Fat Fryers . . . Roasting Ovens . . . Griddles

● Roosevelt Junior High School, New Bedford, Mass., has a Telechron ADFR system, consisting of 55 clocks, a program instrument, and central control equipment. Installed in 1926. Mr. WILLIAM TALLMAN, architect.



● Air view of the University of Nebraska, Lincoln, Nebraska. There are 3 Telechron systems installed in these buildings—consisting of 106 clocks, 5 program instruments and 3 central control units.

Telechron TIME —MAKES EDUCATION MORE EFFICIENT—

Whether classes are confined to one building, or whether they spread over a square mile—Telechron electric clock systems will keep them moving promptly and precisely. In the largest universities and the smallest schools, accurate Telechron systems help academic schedules to operate more smoothly.

Every Telechron clock runs on the same electric impulses. Each clock is synchronized with every other clock. Installations vary from one to thousands. All telling the right time—the same time.

Users of Telechron systems point out that they are economical. The original cost is low—operating and maintenance costs negligible.

If you are interested in installing an accurate time system—or in supplanting an old one—please write to us. One of our representatives will be glad to call on you. No obligation, of course.

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946 Main Street
Ashland, Massachusetts

Safeguards Of Health



SANITARY CODE FOUNTAINS

Student safety demands positive sanitation. RUNDLE-SPENCE sanitary code fountains represent the ideal fountains for school use.



Fig. No. 53

No. 53—Pedestal Fountain has non-squirting angle stream, vitreous china bowl mounted on two inch galvanized iron pipe with six inch high tri-pod base. Compression volume regulator. All brass parts chromium plated.

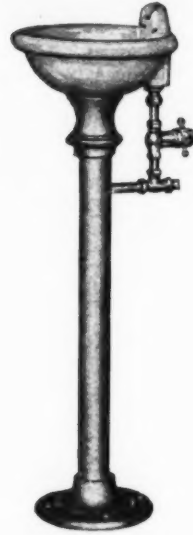


Fig. No. 61

No. 61—Pedestal Fountain drinking head above rim of bowl eliminates dangerous syphonage. Non-squirting angle stream, volume control, heavy vitreous china bowl 12 inches in diameter and flange base 9 inches in diameter.



Fig. No. 51

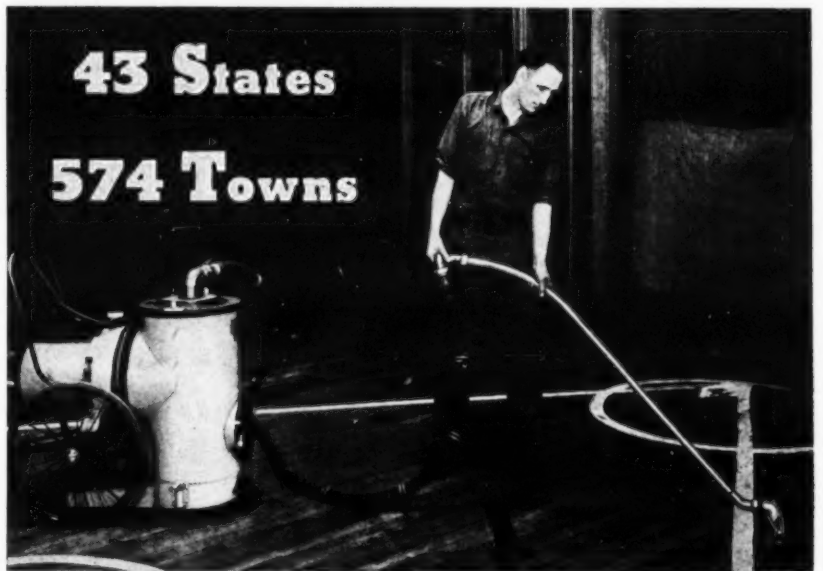
No. 51—Pedestal Fountain has 12 inch bowl, extra heavy vitreous china, angle stream non-squirting, drinking head above rim of bowl preventing dangerous syphonage, brass bee-hive strainer, on 2 inch galvanized iron pipe pedestal. Volume control. Pedestal of any height can be supplied.

Write for Complete Information and Catalog on Pedestal or Wall Type Fountains.

RUNDLE-SPENCE MFG. CO.

444 No. Fourth St.

MILWAUKEE, WIS.



Architects and Educators do not have to guess whether the Spencer Method of Cleaning is thoroughly practical and reliable. Some-one in their vicinity can quickly assure them on this point.

In many cities where Spencer Central Vacuum Cleaning Systems have been specified for all new schools for many years, they are now installing Spencer Portable Cleaners in the older and smaller schools.

The advantages of Spencer Cleaning are primarily ease and speed of operation, long life, quiet operation, freedom from repairs, and a degree of cleanliness that can only result from a correct vacuum, a sufficient volume of air and the most modern developments in vacuum cleaning tools.

Write for the Spencer Booklet on school cleaning and a list of Spencer users in your vicinity.

S-58

SPENCER CENTRAL AND PORTABLE
HARTFORD VACUUM CLEANING SYSTEMS
THE SPENCER TURBINE COMPANY, HARTFORD, CONN.

PERMATITE

for
SCHOOL FLOORS
means
"MORE WEAR
LESS CARE"

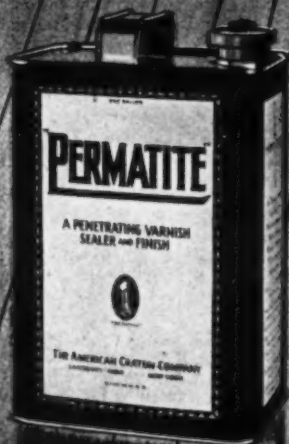
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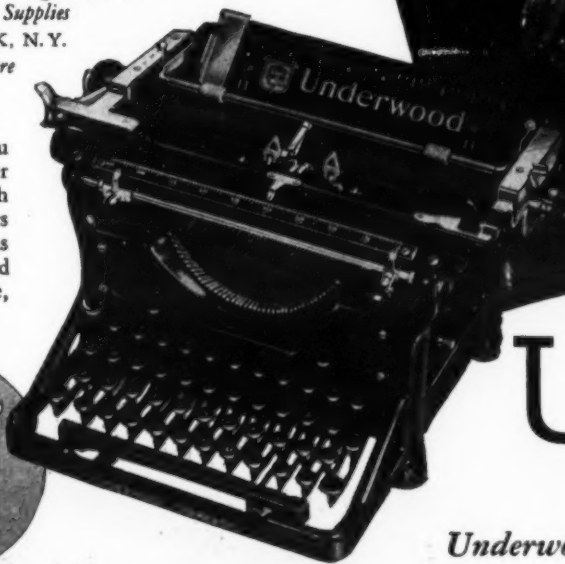
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THE AMERICAN School Board Journal

A Periodical of School Administration

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TABLE OF CONTENTS

Cartoon: Move On! You Cannot Be Admitted Here!.....	15
<i>John Knott</i>	
A School-Board Member's View of School Public Relations	16
<i>Edson G. Thomas</i>	
Should Board Members Be Educators?.....	17
<i>Harry S. Ganders</i>	
Use of School Property by Nonschool Organizations.....	19
Progressive School Board-Superintendent Relations in Pampa, Texas	20
<i>Delmer Ashworth</i>	
The Board of Education and Its Child-Transportation Program.....	21
<i>Francis E. Griffin</i>	
School-Board Members Who Are Making Educational History in American Cities	23
New Doctrine for Monroe—XVI.....	24
<i>Brooke W. Hills</i>	
The Iowa State School Accounting System	27
<i>Emmet L. Morris</i>	
The Making and Remaking of Salary Schedules.....	29
A Century of Progress in School Water Supply.....	30
<i>Forest R. Noffsinger</i>	
Measuring the Efficiency of the Business Department of a School System	31
<i>Gerald M. Weller</i>	
Palo Alto's School-Health Program	32
The New High School at Jamestown, N. Y.....	33
<i>F. P. Rogers</i>	
Organizing the Hamden High School, Hamden, Connecticut.....	37
<i>John Lund</i>	
What School Boards Should Demand of Teachers' Colleges.....	41
<i>C. E. Hagie</i>	
Supervised School Study vs. Home Study	42
<i>W. E. Rosenstengel and Charles Turner</i>	
The Trustee Looks at the Administrator.....	42
<i>Ada M. Patten</i>	
The School Janitor and His Work.....	43
<i>Alice C. Fuller</i>	
The Superintendents Look Forward	46
Recent School-Law Decisions.....	58
<i>Patrick J. Smith</i>	

EDITORIALS:

Maintaining Administrative Precedents.....	44
School Surveys and What Follows.....	44
Executive Board-of-Education Sessions.....	44
Partisan Politics in School Administration.....	45
Teachers' Salary Schedules	45
State Versus Local Control of the Schools.....	45
School Administration Notes.....	48
School-Board News	52
School Finance and Taxation	55
Teachers and Administration.....	62
Buyers' News	82
Book News	65
Personal News of School Officials.....	68
Personal News of Superintendents.....	75
After the Meeting.....	82

Purchasing School Equipment in 1936

A number of conditions combine this spring to suggest the advisability of prompt action on the part of boards of education in placing contracts for necessary school equipment and supplies.

1. The great number of school buildings erected under PWA grants, which are nearing completion and ready for the final installation of furniture and major equipment, will inevitably increase the present demand as the year advances.

2. Of necessity the manufacturers are all running on production schedules based on actual business in hand or future business definitely contracted for. They have no ready stock of completed goods and no reserve of semi-manufactured articles or raw materials. They will not be able to meet a rush in the late summer.

3. The gradual release of new tax funds, the growing payment of back taxes, and the increased budgets for replacement and new equipments indicate heavy buying during the summer vacation. At St. Louis the surprising number of buying inquiries on the part of superintendents indicated that considerable parts of new school moneys would be used to supply the demand due to enlarged high-school enrollments as well as the natural shortage from the almost complete stoppage in buying during the past five years.

4. There is growing evidence that prices will continue to rise, especially after the uncertainty of the national conventions has passed. The best economists point to the improving business situation, the expanding credit condition, and recent legislation as inevitable causes of continued inflationary tendencies.

School boards have a final and important incentive for beginning at an early date the study of their needs. The changes and improvements in school furniture, laboratory equipment, teaching aids, school busses, shop machinery and equipment, steel wardrobes, textbooks, and other materials have been so radical that the improved and entirely new articles must be carefully considered and evaluated before purchasing. There are altogether new standards of "application to [educational] purpose" in the new school merchandise. There are new standards of economy, and better qualities of design and finish.

School boards should begin early investigations of equipment, furniture, and supplies in order that the children may be well served in September.

—The Editor

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The contents of this issue are listed in the *Education Index*, Member, Audit Bureau of Circulation and Associated Business Papers.



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Crutchfield Sullivan Company, heating contractors.*

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MOVE ON! YOU CANNOT BE ADMITTED HERE!

A School-Board Member's View of School Public Relations

Edson G. Thomas, Salinas, California

One of the many pithy statements most commonly attributed to the late Will Rogers is: "All I know is what I read in the newspapers." This statement is particularly applicable to the general public in relation to its knowledge and understanding of the policies, activities, and conditions of our public schools. Indeed, it is also true that citizens of many districts read nothing concerning the local schools in their newspapers and are limited to idle gossip for their information and also for their misinformation.

The existence of such a condition makes it doubly difficult for the administration in such districts to attain desired ends and to make desired improvements in conditions. Moreover, such a situation is conducive to unwarranted but harmful criticism, lack of confidence in the school administration, and a total lack of co-operation on the part of the public. The remedy for such a situation is a continuous, day-by-day, intelligent program of public relations.

The public schools belong to the citizens. They furnish the children who attend the schools and they pay the bills for maintaining them. They are entitled to know how their children are being educated and what is being done with their money. They are stockholders, so to speak, of a corporation of which the school board is the board of directors from whom they are entitled to receive reports as to the condition of the corporation, the methods of operation, and whether their investment is sound and paying dividends. It is the duty and responsibility of every school-board member and of every school employee to see to it that the citizens have a reasonable understanding of what is being done in our schools and why. They are not only entitled to it but they crave it.

Enlightened Public Opinion

This fact has long been recognized, but not generally observed. As early as 1863 the superintendent of schools of Detroit, in offering the first annual report of that city, said: "Here, as elsewhere, the people need a larger acquaintance with the details and difficulties of managing a great educational system, since it is by this knowledge alone that they can be brought into a full sympathy with public schools, and made hearty co-workers in securing and extending their beneficent results. I shall, therefore, in this report . . . introduce several topics and suggestions for consideration, not only by the board of education, but by the people of the city of Detroit." And in 1882 W. T. Harris, in an article entitled "How to Improve the Qualifications of Teachers," stated: "The superintendent of schools finds it his most important duty to create and foster an enlightened public opinion in regard to the province and function of the system under his charge."

The duty of interpreting the schools to the public falls squarely upon the shoulders of the school board, for it is the elected agency of the public. This duty may be delegated by the board to the superintendent, in large part and as to detail, but it cannot be avoided in its entirety. The superintendent is, no doubt, best qualified by reason of his position and intimate knowledge, but the scope of his influence is somewhat limited. The board may fully accept his recommendations on all matters and give him rather complete authority, but the general public has never accepted this conception of

the relation between the board and the superintendent.

To many people the superintendent is an outsider, prejudiced in his viewpoint, and interested primarily in his own salary, and they, therefore, look first to the school board, the constituency of which they have chosen from among themselves, for their information. However, there is much which can only and best be done through the superintendent and other employees of the school, with the board, of course, determining and directing the procedure and policies.

The Teacher a Great Factor

There are several very valuable media through which the board can operate in effecting satisfactory public relations. The teacher is one of the most important factors in public relations. As was ably said by E. B. Jacobsen, assistant superintendent of the schools of Oakland, in an article entitled *The Public Relations Program of the Oakland Public Schools*: "A good teacher who is sending happy, satisfied, understanding children home each evening is doing more to develop a satisfactory, enthusiastic school citizenry than any scheme which has been evolved." The teacher can also do much toward creating a sympathetic and receptive public through membership in various social and fraternal organizations. Other valuable media are the parent-teacher association, dad's club, and the various service clubs before which students, teachers, principals, superintendents, and board members may appear and give instructive information. Classroom programs, exhibits and school week are also invaluable for direct first-hand interpretation and demonstration of school activity, achievement, and methods.

The newspapers, too, are an omnipresent aid in the education of the public upon school matters. They are always hungry for news and always warmly receptive of school news whenever it is made available. Care should be taken, however, that information given to the papers is accurate, discreet, factual, and timely. Furthermore, all such information should be carefully prepared in advance, and, if time and cir-

cumstances will permit, censored by one or more members of the school board, inasmuch as they have closer touch with the pulse and temper of the public. School publicity sometimes involves fine points of politics, a subject in which some academic school administrators have no training or natural ability. The board should keep faith with the newspapers by giving them a continuous supply of material rather than using them only in time of stress and emergency when their aid is needed in achieving some particular objective, such as a bond issue. The public cannot be satisfactorily won over to a cause by any such last-minute pressure. The process of using these various media should be continuous, if it is to be effective.

What to Tell the Public

Belmont M. Farley, in his study entitled "What to Tell the Public About the Public Schools," states that in a survey made of 5,067 school patrons, the topics concerning school matters in which the patrons were most interested range, in the order of interest, as follows: (1) Pupil progress and achievement; (2) methods of instruction; (3) health of pupils; (4) courses of study; (5) value of education; (6) discipline and behavior; (7) teachers and officers; (8) attendance; (9) school building and building program; (10) business management and finance; (11) board of education and administration; (12) parent-teachers association, and (13) extracurricular activities. Another survey made of the order in which the California elementary principals have given these same topics publicity in the newspapers, shows that these topics have been stressed by the principals in almost direct reverse order. For example, publicity concerning parent-teacher associations, which is ranked twelfth in importance by the school patrons, ranks first in the principals' publicity; pupil progress and achievement, which ranks first in the interest of the patrons, ranks tenth with the principals; and discipline and behavior, which is listed sixth by the patrons, is in twelfth place with the principals. It would therefore appear that the subjects upon which the public desires enlightenment have been sadly neglected, so far as newspaper publicity is concerned. Any efficient plan of public relations should bear in mind the subjects as listed in their order by the citizens.

Theodore L. Reller, of the University of Pennsylvania, in his article, *Planning and Evaluating the Public Relations Program*, prescribes twenty-two principles to be observed in planning and carrying out any public-relations program. These are: perspective, appeal, continuity, sequence, quality, affirmation (as distinguished from negation), public interest, homogeneity, objectivity, honesty, selectivity, dignity, correlation, action, measurement, periodicity, diversification, exploitation, origination, novelty, dramatization, and localization.

The board member should himself be fully acquainted with all conditions of his school. He should be well-informed concerning the significant trends in education; and the board as a whole should be allied with the State Trustees' Association through which much valuable counsel and information may be obtained. In so doing, he will be in a position to meet the public and answer any questions put to him concerning the execution of the trust placed in him.

In conclusion and in summary, if the public-school program in any school district is to be a success and attain the full measure of efficiency it can be done only with the full co-operation of the public obtained through a continuous, well-planned and intelligent public-relations program directed and supervised by its board of education.

YESTERDAY AND TODAY

Teachers always have known that they could not teach pupils anything unless they could hold their attention. To gain attention, they used to threaten pupils, with the result that the youngsters tried to show interest in order to avoid penalties which they disliked more than their lessons. What little interest could be won through force disappeared as soon as the force was removed. On leaving school each day children turned to things as different as possible from their school work.

Today teachers begin with the child's natural interests—his desire to make things, his natural curiosities, his love of adventure, and the human instinct to express one's own ideas. To see the results of this new teaching, one has only to watch children doing at home what they learn in school—not because they have to do so, but because they want to.—Supt. E. W. Jacobsen, Oakland, Calif.

Should Board Members be Educators?¹

Harry S. Ganders²

School-board members who appreciate the significance of their service devote less time in assisting the superintendent to administer the schools and more to questions of greater educational significance. If all school boards appreciated the force of their potential influence upon the important phases of education, there might be a general shift from a lesser to a more important activity.

There is need on the part of some school-board members for a greater appreciation of the meaning of education in national life, as well as a clearer understanding and appreciation of the significance of board service. If these obtained, there would be less concern with the *tools* of education and a more vital consideration of *purposes to be achieved*. School-board members, as students of the latter, would not be educators in the technical sense, nor would they, of course, wish to be. But they would be educators in the sense that they would be clarifying important educational objectives.

Concretely, the argument of this paper is that school-board members should give less attention to such activities as the purchase of supplies, the selection of books and equipment, the auditing of bills, the selection of sites and the like; and that they should give a great deal of time and energy to the study of such problems as:

a) What, in the final analysis, should schools do for children?

b) What elements in our present culture are worth preserving and passing on to the young, and what obsolete beliefs and practices should be sloughed off?

c) What are the special responsibilities of the schools in an age of enforced idleness, and economic and social insecurity?

d) How shall schools be disciplined and managed in order to develop independent strength rather than dependent weakness?

e) What should children do in school to make them more reliable, dependable, and able?

f) What can children study in school to the end that as adults they will be less ready to jump to false conclusions and less available for economic and political racketeers?

g) What shall children do in school to the end that graduates may take a more aggressive and constructive attitude toward improving their own homes and bettering their communities?

h) How clearly are important objectives conceived by the staff, and what means are they taking to attain more significant results?

Are such questions philosophic and answers difficult? Of course they are. These are the "hard" questions. In comparison with such problems as these, the selection of supplies or even of building sites is easy indeed. But, it is contended, such are *educational* considerations—exactly so. And hence board members must be educators, for, whereas a trained school administrator commands techniques for the selection of sites which are far less fallible than board judgment, there are no techniques for finding answers to the really important questions. Nor can training make an administrator significantly more capable than the board in determining educational ends and ob-

jectives. Such are determinable, fundamentally on the basis of what people want. They can best be found by technically trained administrators, when aided and directed by representatives of the people; namely, by the board. What children are to become, by means of education, is a matter for judgment and deliberation growing out of a wealth of varied experiences. It must be revealed through intelligent and understanding laymen who, being close to common humanity, interpret the people's aspirations. Decisions on the characteristics children are to develop, and on the type of individuals they are to become, must not be made by educators working independently in federal and state bureaus, but by thousands of representative school-board members co-operating with local administrators and teachers.

Fortunate is the community whose board members limit their administrative activities, to devote ability and talent to important educational service. Who, in contracting for a new home, would spend time in the selection of tools for use by the carpenters? Rather, the best thought and study would be given to the house itself, its character and its appointments. In like manner, it is incumbent upon board members to focus their attention upon questions of real significance.

Why School Boards Tend to Emphasize Administration Rather Than Education

There are a number of definite reasons that will occur to the reader which explain how it has come to pass that many school boards are doing the less important task. In the first place, as has been pointed out above, *educational* problems are extremely difficult of solution. A mere reference to the problems listed in a preceding paragraph is convincing evidence. The project of determining the school's responsibility in an age of economic insecurity, when millions of youth are denied opportunity, make the difficulty of the educational problem only too apparent. Yesterday, an *equal* chance was America's promise to people of all nations. Today, millions of school graduates find *any opportunity at all* a dream. Whether a possibility of work will ever again be realized by youth is a serious question which many answer in the negative. To determine the obligation of the schools under present conditions is a challenging task. In comparison, problems of administrative detail are indeed simple.

School boards tend to help in administration because this work is more definite, more concrete, and closer to their everyday experience. Many who serve on boards naturally do those things with which they have some familiarity and in which they feel they can more certainly succeed.

In addition to the above, superintendents themselves are to blame for the administrative emphasis, on at least three counts. First, some few inexperienced superintendents make but little consistent effort to interest the board in really significant problems. Instead, they do their best to keep the board's attention focused upon "busywork," the direct intention being "to keep members from meddling in affairs" concerning which they supposedly are ignorant.

A few others are too involved in the *machinery* of schools to give much attention to the broader aspects of education. Some have been so long involved in the mechanism and have kept their attention so closely fixed upon routine, that they have come to think of education within relatively narrow limits.

Not infrequently the influence of the superintendent upon board activity is in the direction of administrative rather than educational affairs. Although his own work is in many respects not education but only a means of facilitating it, he nevertheless secures advice and counsel mainly upon pressing administrative matters which are his own immediate concern.

It would be interesting to imagine a school-board meeting, with a modern classroom teacher temporarily replacing the superintendent in directing the deliberations of the body. Is it possible that thought might be centered more directly upon the real problems of educating boys and girls?

As a final explanation for the present over-emphasis upon administration, there is the unsettled theoretical status of the relation of the municipal government, the board, and the superintendent. It would seem that in spite of many efforts to clarify the relationship of the board on the one hand, and the superintendent on the other, attempts have not been entirely successful. Certainly the responsibilities of the board are not greatly clarified nor a significant place reserved for the board by these statements by leading educational authority:

"... the duty of the committee on teachers is to advise with the superintendent, ... on his recommendations for extensions or readjustments of the scope of educational activities."

More, from proposed rules and regulations by the same authority:

"The superintendent of schools, as chief executive officer, shall initiate all policies."

Olsen's distinction between board and superintendent duties is of some assistance. In brief, he writes:

"Decisions determining how problems and jobs shall be solved and administered are policies." (Board Duties)

"Application of policies to single or individual problems and jobs is an administrative detail." (Superintendent's Duties)

Young administrators, as they should be, are fairly conversant with the duties and responsibilities of the superintendent's office, but unfortunately many have only a vague concept of *board* responsibilities. School-board service generally rises to a higher level when superintendents, as well as members, gain a better understanding of the functions of each.

Then there are the varying opinions on the status of the board itself, which further tend to confuse the members regarding appropriate functions. The champion of boards, Dr. Morehart, of Syracuse, says:

"There is no better way known to govern the schools of a city than by a board of education. . . ."

Dr. Charles H. Judd, of Chicago, would entirely "Abolish the school boards."

As between the doctrines of Morehart and Judd, the people must choose. There is little likelihood that parents will seriously question the necessity for the existence of boards of education, especially if the latter direct their efforts to the study of real issues.

Some Evidence of Need for Board Influence

The failure of many schools to devote themselves to the fundamental popular purpose for which free schools were established is evidence that lay influence represented by the board

¹Address delivered before the Second and Third District Conferences, New York State School-Boards Association, at Norwich and Rome, N. Y., 1935. (Mr. Harold L. Fuess is president and Mr. W. A. Clifford is executive-secretary of the Association.)

²Dean, School of Education, Syracuse University.

³Olsen, Hans C., "The Work of the Board of Education," Bureau of Publications, Teachers College, Columbia University, New York, 1926.

⁴Morehart, G. C., "The Legal Status of City School Boards," Teachers College, Columbia University, New York, 1927.

⁵See his article under this title in *Public Management*, 1933, p. 321.

should long since have been brought to bear more forcibly upon the problems of educational policy.

The need is for board members who are sufficiently grounded in democratic purposes of education to direct the schools to their proper ends. After three hundred years, our school curriculums still contain too large a proportion of ancient materials, appropriate to foreign, monarchical countries from which American schools evolved. It is the duty of the board to see that the school courses instead concern themselves with vital problems of democracy.

Civics courses are included in curriculums, but the *form* and not the spirit and functioning of government is taught. Teaching *how* government works is deliberately avoided. This is one reason why so many people feel helpless in undertaking to correct even minor problems of local municipal government. This general incompetence of the citizenry in civic matters is true of American people who hope to demonstrate to a world turning to dictatorship, the efficacy and glory of democracy.

For this self-appointed mission of world enlightenment in democratic ways, children are asked to memorize antedated and inapplicable facts. Children with vital and difficult problems ahead are surfeited with empty, devitalized knowledge; they are graduated from high school so regimented that they obey the first boss who wishes to have them serve his ends rather than their own.

They go out from schools without motivating interest in good government; without accurate knowledge of up-to-date sources of information; without sufficient inclination and ability to search out the facts of importance to themselves; without adequate practice in evaluating and judging data, and without sufficient experience in drawing sound conclusions to guide them. This emphasis upon memorization rather than development of competence in dealing with life problems has come about in the public schools while board members, with the best of intentions, have only put their hands to task appropriate to trained managers. There is need that they concern themselves instead with the more important educational problems of defensible procedures and fundamental purposes.

An *intended* objective of secondary, and especially elementary education, is competence and courage to deal with social, economic, and political issues immediately affecting individuals and groups. Patriotic board members who seriously wish to assign the schools to their fundamental purposes might well follow McAndrew's advice and reread excerpts from the statements of the Founders. George Washington said of the purpose of the school:

"... Every valuable end of government is best answered by the enlightened confidence of the people, and by teaching the people themselves to know and value their own rights; to discern and provide against invasion of them; to distinguish between oppression and the necessary exercise of lawful authority. . . ."¹ What other than political and economic information did Governor DeWitt Clinton of New York have in mind when he told the legislature:

"A general diffusion of knowledge is the precursor and protector of republican institutions, and in it we must confide as the conservative power that will watch over our liberties and guard them against fraud, intrigue, corruption, and violence. I consider the system of our common schools as the palladium of our freedom, for no reasonable apprehension can be entertained of its subversion as long as the great body of the people are enlightened by education."²

It was the educator-president, Wilson, who said:

"Popular education is necessary for the preservation of those conditions of freedom, political and social,



DR. WILLIAM L. MACHMER
Dean, Massachusetts State College,
Amherst, Massachusetts.

The school interests of Amherst shared the services of Dean William L. Machmer for fifteen years in the capacity of member and chairman of the local school committee.

Last month, the distinguished citizen and educator retired from this service since his duties as dean of the Massachusetts State College engage his entire time. Dean Machmer made a splendid contribution to the educational progress of his community and his retirement is greatly regretted.

which are indispensable to free individual development."

If further evidence is necessary that a fundamental purpose of the schools should be that kind of education which makes people able to discern crooked from straight dealing in business, politics, and social organization, read the words of the man who wrote the Declaration of Independence:

"I do most anxiously wish to see the highest degrees of education given to the higher degrees of genius, and to all degrees of it, so much as may enable them to read and understand what is going on in the world, and to keep their part of it going on right; for nothing can keep it right but their own vigilant and distrustful superintendence."³

School-board members who take the initiative in holding the school to vital educational service will not be unopposed.

"It was while advocating his favorite doctrine of universal education that Aaron Burr exclaimed querulously at Jefferson: 'What do you want to educate them for? They are hard enough to manage now.'"⁴

Unfortunately the average citizen, whose liberty education aims to protect, is not one who comes to the support of a board endangering its own prestige by fostering a liberal and vital curriculum. On the other hand, there are others who readily advance the argument that controversial issue of a *national* character *might* be considered in school but consideration of *local*, civic, economic, and social problems is *dangerous* and study of such questions by *immature* children unthinkable. There are board members not too well equipped to meet these arguments. The plain fact that children's self-dependence only comes through self-activity along lines in which independent strength is desired, is a rebuttal which a board member should be competent to offer. And they must know that analysis of problems within the range of student abilities is the way to check the American pursuit of political panaceas and an economic fool's paradise. It is too much to ask, that boards of education assume a modicum of responsibility for:

(a) the continued dependence of many American citizens upon quacks and clairvoyants, (b) the people's prodigal investments in "skin games," dry oil wells, and non-existent mines, and (c) their ready willingness to follow charlatans and demagogues? Certainly schools should raise the general citizenry to a higher level of intelligent behavior. It is the duty of board members to know enough about education to see that schools attain these ends.

Board Influence Should Discount Institutionalized Standards

School-board members should know enough about education to be able to differentiate between really valuable standards, and those that persist mainly because of the human frailty of administrators, or the nature of schools as institutions. Illustrations of the first are: Principals who entertain the ideal of a school as a *smoothly running machine*. This is, of course, but a natural reaction of individuals who concentrate their attention on administrative details immediately at hand. Schools have been known efficiently to turn out one hundred per cent of their product prepared for college when, in fact, only twenty per cent has any possibility of going to college. Teachers are prone to commend characteristics which cause children to fit well into the school machine. The innoxious pupil, who makes no trouble for the teacher, is praised. On the other hand, the development of initiative, originality, self-dependence, and independent strength of character, qualities less easily bent to the mold, is less often emphasized. State examination results are used by some principals as standards to such an extent and in such a manner, as seriously to curtail the school curriculum and to eliminate slower pupils rather than help them. Such tendencies growing out of the nature of official service should be counteracted by lay board members, who know something about education.

An even greater threat to good education results from the inherent tendency of the school as an institution to perpetuate old forms and preserve other indefensible elements of the *status quo*. To resist change is a characteristic of practically all institutions, including schools. The discipline observable in many units is an illustration in point. Such discipline was developed in the militarized, nonarchistic schools of Europe. Unfortunately the American school system, expected to serve democracy, continues these inappropriate forms. Languages have great utility for a certain few, but Latin idioms are still being memorized by thousands of pupils, for "development of their minds" even though such mental training has been proved mainly ineffective, and such facts as are remembered make little contribution to success. The strong tendency of schools to resist change should be overcome from within, if unwise and revolutionary modifications are not to be forced upon the schools from without. It is in this that the board with both an "inside" and "outside" view should be of particular service to education. Being fully cognizant of the educational program, they would be in an ideal position to reflect upon it the true sentiments and legitimate aspirations of the people. Their chief duty is to insist upon continuous and effectual change.

Five Specific Duties which Require That Board Members Be Educators

A discussion of a few responsibilities of boards will further illustrate the sense in which members should be educators. In the first place, only boards so constituted can select a superintendent in terms of finding the man whose training, characteristics, and special abilities suit the community's particularized school pro-

¹Speech to both Houses of Congress, January 8, 1790. Writings, XII, pp. 9-10. Sparks ed. New York, 1848.

²Message as Governor.

³Letter to Mann Page. Monticello, August 30, 1795. *Ibid.*, VII, p. 24. Ford ed.

⁴*Ibid.*, p. 265.

gram. Once at work, his efficacy as an educational leader should not be judged on hearsay, nor solely upon the degree of his popularity. In justice to themselves as well as to him, they are obligated to evaluate his service in terms of success in developing the program, the extent to which his recommendations are based on fact and good judgment, the degree to which he can clarify educational issues and his leadership of them and the people to educationally correct conclusions.

The annual exodus of teachers who are "fired" by one group of boards only to be re-employed by others, attest to a second necessity for members to be sufficiently well informed on teachers and teaching to know when not to interfere with the superintendent. Not infrequently the strongest teachers are "let go" as "nuisances with newfangled notions" when boards are too prone to follow local gossip. Members should know enough of the difference between good teachers and poor ones to avoid being among those who would rather "get along" with poor teachers than pay for good ones.

A third duty of a board member is to escape finding himself classified as an actual *hindrance* to education. It is conceivable that a member might hold to such misconceptions of the nature of the educational process which would cause him to interfere with if not actually retard educational advance. In extreme instances, he might be found insisting upon means which would achieve the direct opposite of his intended ends. The most vital subjects might be excluded from the curriculum, "activity programs" prohibited, and educational opportunity further denied by an insistence upon the use of antedated textbooks, and a barrenness of equipment and supplies that would seriously prohibit pupil development and growth.

The responsibility of board members to interest and inform the public on education is well recognized. The value of a board member who discharges this obligation is difficult to overestimate. Citizens are usually chosen for board service because of long residence in the community and because people place confidence in them. They are trusted as are few superintendents of relatively brief tenure. Hence their special obligation to know and advance the cause of education.

Charges that education costs too much require boards who know why the more expensive program is imperative and as a consequence of such knowledge are able to offer a defense of costs. Members worthy of parental confidence should be able to explain how the modern emphasis upon play is a utilization of nature's forces facilitating education. Reasons for extension of education downward to include kindergartens and upward to junior college must be sufficiently understood that such can be defended. The constituency should not be permitted to consider "student government" as methods whereby principals relieve themselves of work, or avoid responsibility for school management. All must comprehend "student participation in government" as a most effective educational means to pupil self-mastery and control. The above are but a few instances to show that whereas lay board members need not be educators in the technical sense, there is a serious need for members who are extremely well informed on education.

Summary

The foregoing is a plea for a change in the board-of-education emphasis from administrative to educational matters. The suggestion is made in accordance with a theory that through the latter emphasis a potent board influence for better education can be capitalized. There is

also the belief that it is the only way properly to represent the people's fundamental desires.

There is necessity for this refocused board interest because administrators and teachers being close to their jobs need the broadening influence of lay judgments upon matters of major significance. There is necessity for board influence which will hold education to its larger purposes. The school itself needs this influence because as an institution its normal tendency is to resist change.

The legal responsibilities of the board include the selection and evaluation of the work of superintendents, and the appointment of principals and teachers. There are also the supremely important duties of informing the public about education and defending the educational program. These are but a few illustrations of specific board duties which make knowledge of education essential.

It is urged, therefore, that board meetings be made a time when the experience and judgment of members are focused upon educational problems of broad and vital concern. To this end, members are urged through reading, discussion, and study to clarify their own positions regarding certain fundamental concepts of American education, such as: (a) each individual is of infinite worth; (b) equality of opportunity (including education) is the essential character of the American nation; (c) if each must rule first himself then all others, it behooves us to provide for ourselves masters whose intelligence has been raised to the highest possible level; (d) democracy requires education that is timely and effective; (e) education

appropriate to pioneer America is tragically inadequate to the demands of today.

It is further suggested that members require their superintendent to discuss and clarify important educational issues; that they call for consideration of what children are doing, what improvements in curriculum and procedures are being made, and what further improvements are proposed. Board members should visit classes at least semiannually. Visits, when accompanied by the superintendent and principal, if made in an inquiring, sympathetic, and friendly attitude, give meaning to reports on education and make the superintendent's discussions something other than educational jargon.

For the same objective, of rendering a more significant service, many boards have come to a realization that annual reports emphasizing financial transactions are not the most useful. They recognize that financial reports patterned after commercial concerns omit the major considerations. Not money spent, nor even money saved, are the chief responsibilities of school boards, but the worth-whileness of children's activities, the discovery of pupils' talents, and the appropriateness of what is learned.

Should board members be educators? Many are. The plea is for more of their like. An interest in the real business of education which is other than administrative routine will place a more significant interpretation upon board service. Such a refocused attention will tend to hold schools to their major objectives. It will encourage and support teachers and administrators. It will contribute significantly to a revitalized education.

Use of School Property by Nonschool Organizations

There is an increased tendency on the part of citizens' organizations to obtain the use of school auditoriums for public meetings. Most administrators of school property have formulated rules and regulations governing the use of school quarters by outside bodies. These usually exclude political, religious, and fraternal bodies, or public speakers dealing with highly controversial subjects.

Charles A. Brind, director of the law division of the New York State Education Department, recently made a ruling on the subject of the use of school property. This ruling was made in response to the question asked by the New York State School Board Association:

"It must be remembered, in the first place, that the board of trustees of a school district has the same authority over school property as an ordinary owner would have over his property," Mr. Brind held. "No one has the right to trespass or use the property without the permission of the governing board.

Fees Limited

"School property, however, having been built with tax moneys, the legislature has seen fit to lay down certain rules for its use outside of school hours. These rules are contained in the Education Law, Section 455. The absolute discretion on the part of the board of education to refuse any use, or to prescribe terms if the use is allowed, is not taken away by this section. The section does prohibit the board from permitting uses for certain purposes such as religious, fraternal, etc.

"The board under this section may not permit an organization to use the building, if admission fees are to be charged, unless the pro-

ceeds, after deducting the actual expenses of the meetings, are to be devoted to an educational or charitable purpose. Two exceptions are contained in the law: Organizations of veterans and of volunteer firemen may be granted the use of the building even though the admission fees may be devoted to the uses of these organizations.

Cannot Rent Space

"The board of education has at all times the right to prescribe rules as indicated, if a use is permitted, and the board may require organizations to reimburse it for expenses, incurred in connection with the use, such as heat, light, janitor service, etc.

"It should be noted that the board of education has no power to rent and cannot divest itself of the exclusive control over the school building at all times. Consequently, any sum charged is in the nature of a fee for the use but is not a rental. A board of education before permitting any use should be sure that it is properly protected under its insurance."

Must Avoid Dissension

A general rule for the board of education to follow in determining its policies in such matters, Mr. Brind said, can be found in a recent opinion by State Commissioner Graves, in which he held:

"Schools are established and maintained for a definite and specific purpose, to-wit, the secular education of the youth of the State, and any activity within the scope of that purpose or tending to promote the welfare of the schools and the community should be allowed and encouraged. On the other hand, any activity,

(Concluded on Page 70)

Progressive School Board-Superintendent Relations in Pampa, Texas

Delmer Ashworth¹

A forceful argument for many newer policies in school administration is provided by Pampa, Texas, where a village school has developed into a small-city school system during the past ten years. Close official relationship between the superintendent and the board of education, a clear determination of administrative policy, and recognition by the superintendent and school board of their respective functions have made the situation show the advantages of the newer conceptions of the activities of the superintendent and the board.

That this situation can exist in Pampa is largely due to the type of men who make up the school board and to Supt. R. B. Fisher, who has headed the school for seven of the ten years he has been connected with them. With a master of arts degree from a great eastern teachers' college and study toward his doctorate in the same institution, Mr. Fisher has combined wide experience and a study of American and European educational conditions to evolve his ideas on school administration. He instills a spirit of loyalty in faculty, students, and patrons which makes possible the carrying out of the plans which he and the board members work in close partnership to determine.

The board which has only five members instead of the customary seven is unusual also for a Texas board in that the members have served for an average of more than ten years each. All of the five men are citizens of a high type who have intelligent understanding of educational problems and who are interested in boys and girls as boys and girls. The president, C. T. Hunkapillar, is typical of the membership in the unfailing interest he takes in school affairs. Uninfluenced by political or sectarian considerations, the board is constant in its adherence to the best educational policy.

The outstanding feature of the relationship between the superintendent and the board is the close partnership in which they work without question of the recognized functions of each.

Unit Type of Administration a Success

Highly satisfactory results have come from long use in the Pampa schools of the unit type of administration. The board recognizes that it is elected not to run the schools but to have them properly run, that its duty is policy-deciding and legislative instead of executive in nature. It fixes responsibility for proper administration upon the superintendent instead of upon co-ordinate heads who might or might not function well together. At the same time, the superintendent is expected to supplement his service as chief executive by helping the board establishing improved policies.

The board considers it its duty to make general rules and regulations under which the schools function, to determine the amount of money needed and to obtain that amount, to employ the superintendent, and to fix all salaries. It plans the general educational program, and it considers the future in building construction and in all other business matters. It seeks to keep the public informed about its purposes and the problems it faces and strives always to promote harmonious support of the school system from without while maintaining conditions within which will build strong support.

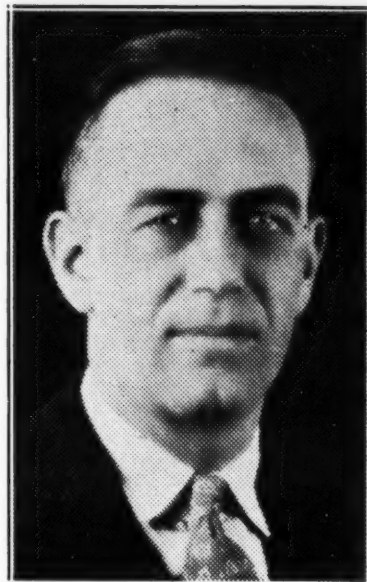
The board expects from the superintendent information and guidance in its principal activities. It is its idea that the superintendent must be a good executive, skilled in administration and the handling of technical matters, but it further believes that he should be a social and educational engineer who is abreast of the best thought in his field. Since board members are not professional educators, they expect the superintendent to act as consulting expert in order that their combined judgment and experience may build the best possible school system.

Superintendent's Role Defined

The duties which the board considers primarily its own have been mentioned. There are many duties which it does not consider its own and which are definitely delegated to the superintendent.

The board does not pass directly on the qualifications of teachers, office workers, custodians, or other employees of the district. For two reasons the board leaves this task to the superintendent. First, the members of the board are business men who cannot be as well qualified to select school workers as is the superintendent who is acquainted with the duties, qualifications, and traits needed in such employees. Second, for the board to consider teachers individually would be a slow and inconvenient process which would result in diffused responsibility and increased likelihood of poor appointments. The superintendent, bearing responsibility for his choices and having had much experience in the employment of teachers, is more likely to make satisfactory selections.

The board does not deem it its duty to plan the budget. While the board, of course, has the final word in this matter, it relies upon the superintendent and the business manager to submit a sound budget which will insure the greatest possible return to the community for the money spent. Purchases of equipment, it considers, may best be planned by the man whose experience qualifies him to deal with such matters.



MR. C. T. HUNKAPILLAR
President of the School Board,
Pampa, Texas.

For similar reasons the board does not attempt to determine the details of the curriculum. Were this and the other functions mentioned a duty of the board, need for a superintendent would not be evident.

In addition to the duties already discussed, the superintendent is charged with the task of employing tact and the qualities of leadership in the efficient administration of policies determined by him and the board. He must be constantly alert for improved methods of instruction and management.

Finally, another function of the superintendent is to act as the board's agent in learning public opinion so that the board's policies may be representative of the sum total of community opinion. On the other hand, the superintendent has also the task of promoting public relations by seeing that the public gets a clear idea of the board's actions. It is his job to build up public sentiment which will bring the support without which no school system can be successful. Not passive acceptance of the school, not enthusiastic support for only one or two of its activities, but pride in the work of the school as a whole is the objective in this matter. The latter attitude has been successfully developed in Pampa so that harmonious public opinion backs the board and superintendent in their work.

Procedure Builds Confidence

Since the board and superintendent are interdependent, the essential qualities of mutual trust and respect are fostered. In addition, the Pampa board of education has definite plans for procedure which promote mutual good will and give teachers and the public confidence in the good faith, honesty, and consistency of the board.

It is clearly understood that a board member can legally act as a trustee only when the board is in session. No individual action is taken, and no promises made. Business problems, complaints, and similar matters which are brought to board members are referred first to the superintendent. In almost all cases, these matters are satisfactorily settled by him and no consideration by the board is necessary. When such matters are placed before the board by the superintendent or when questions of future policy are being considered, it is understood that past practices will be considered. In other words, the board consults its precedents.

Unlike most school boards in cities of Pampa's size, the board acts as a committee of the whole. No standing or special committees are appointed.

What is much more unusual in the Pampa



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board's procedure is the fact that decisions of the group are reached by unanimous vote. Discussion is continued and action postponed on a matter which must be put to vote until all members are of one mind. No attempt is made to push through any measure, and no high-pressure procedure is resorted to. Each member knows that his vote can hold up a project which he does not approve. One might think that it would be impossible sometimes to arrive at a unanimous opinion, but such has not been the case. There have been numerous times when the board was long in arriving at decisions, but all decisions have been unanimous. Once a step is taken all members stand equally committed to it, and there is no disclaiming of responsibility.

Teachers' Reaction to Policies

Since a school can be no better than its teach-

ers, it is of importance to note what effect the legislative and executive set-up in Pampa has on the faculty. The teachers know that they are free from the old fear that a distorted story carried to board members will cause a storm which will result in their dismissal. If a case involving a teacher ever reaches the board, the trustees get their information from a capable judge, the superintendent, instead of from prejudiced complainants who may be misinformed. Since complaints must go to the superintendent first, he has the opportunity to adjust them before the development of a crisis which might unfairly embroil a teacher.

The teachers know that their tenure is justly based on their ability, loyalty, and co-operation, and they know that initiative will be rewarded, special ability used, and outstanding service recognized. Since these considerations

eliminate the fears and handicaps which frequently have a bad influence on teachers' careers, it is natural that the faculty should give more competent and fearless service.

By clear determination of policy, by recognition of the functions of the board and superintendent, and by fixing responsibility for successful administration upon the superintendent, the work of board, superintendent, and teachers has been made more pleasant, dignified, and efficient; at the same time both individual and co-operative functions have been so handled that the boys and girls receive the best possible schooling for the money spent.

It should be mentioned, finally, that while the superintendent is responsible for the work of the entire school organization, no question involving this has as yet arisen. The people of Pampa are proud of their school system!

The Board of Education and Its *Child-Transportation* Program¹

Francis E. Griffin²

With each succeeding year more and more boards of education are faced, either with the responsibility of establishing a transportation program, or with the problems incident to the improvement of the program already established. In 1927, the number of school children transported in New York State under approved contracts was 10,463. By 1934, the number of children had increased to 100,621 when 6,316 conveyances traveled over 98,000 miles daily and the total cost of transportation had grown in excess of \$4,000,000. Needless to say, many boards of education unexpectedly faced with this new problem, and lacking the guidance of precedents, have been in no small measure perplexed concerning the extent of their responsibilities and the modes of procedure most desirable in meeting them. So many and far-reaching are the factors that contribute to create the problems of the transportation program that the very philosophies of the board of education toward popular education are tested along with the board's administrative and supervisory abilities. Children transported should not be subjected to extreme hardship and unusual hazards due to inadequate conveyances, improper supervision, incapable drivers, or even unusual weather. Moreover, increased volume of traffic and its ever-increasing rate of travel on rural highways, presents a constant threat to the safety of transported school children. Records show an unusual rarity of accidents to children while in transit, yet accidents incident to transportation are of such frequency that no board of education can afford to leave a single stone unturned in its search for adequate, dependable, and safe service.

Causes of School-Bus Accidents

The report of the Special Commission on School Busses, Massachusetts, 1931, details the

causes of school-bus accidents in Massachusetts. More accidents occurred to children after leaving busses and crossing highways than from any other single cause. Most accidents reported were of a minor nature, such as falling from rear doors and slipping from steps. Injuries resulted from the closing of doors on fingers and from children falling against or under oncoming busses. It is obvious that adequate supervision should eliminate all such causes of injury.

Costs, too, are problems of transportation. It would be most unfortunate if the transportation program were to cut so deeply into the school districts' budgets as to threaten instructional and other essential services. Present-day demands, that the utmost service result from the spending of each and every tax dollar raised for education, are fully recognized by boards of education. The board's stewardship in the end tells its own story.

The pattern of the local school district's program must in a measure be determined by the state program. New York, as an example, has, as have several states, a rather clearly defined program, with underlying policies that at once establish certain aspects of the local district's program. Those state policies that relate to motor conveyances relieve the local board of the responsibility of determining technical limits of safety and durability. While board-of-education members aim to be good business men, they do not generally profess to be engineers and are glad to see such technical responsibilities placed squarely upon the shoulders of others.

The Public Service Commission of the State of New York defines technical matters of safety as they relate to motor equipment. Minimum requirements are set up and must be adhered to. Such requirements establish the standards for safety glass, lighting, ventilation, gasoline storage, emergency exits, unbroken exhaust lines, methods for interior heating, fire-fighting equipment, braking power, independent braking systems, emergency brake-drum guards, and for other pertinent technical matters. The Rural Education Division of the State Department of Education further defines safety factors and also those technical matters as they relate to equipment durability. Minimum requirements for district-owned conveyances are set up and justified on the basis that state

expenditures are related to the durability of locally owned equipment, inasmuch as the state pays to the district one half of all costs—initial, operating, and upkeep. A district purchase of inadequate or inferior equipment may in performance prove to be a liability for both the district and the state. Requirements, as set up by the Rural Education Division, define minimum stripped chassis weight and minimum horse-power based on pupil capacities, and minimums are placed on batteries, generators, and tires. Cut and extended chassis frames are prohibited. Standard lengths of chassis wheel-base, as stated by the manufacturer, may accommodate bus bodies only within specified ratios in order to realize a proper weight distribution. Governors, limiting speed, are required. The assistance rendered boards of education in the purchase of motor conveyances is fully indicated by the scope of these state specifications.

The services rendered school boards by these two state offices are even more specific in practice. The Public Service Commission not only defines minimum safety equipment according to these all-inclusive specifications; it carries on rigid field inspections. All motor conveyances, whether owned by the district, or operated under private contract, or under public-service franchise, are inspected as often as once in four months by state inspectors. Those vehicles measuring up to the state standards are certified; others are ordered from the highways. This is particularly helpful for a board with a large contracting program, since the inspection applies to public-service conveyances and sedans as well as busses. In purchasing a conveyance, a New York State board of education, if it is to claim state aid, must file with the Rural Education Division of the State Education Department, a detailed specification sheet covering the proposed purchase, and this is approved only as it meets the state's specified minimum requirements. The several bids placed with local boards become comparable when it is understood by all bidders that factors of horse-power, weight, frame, and equipment must come up to state specifications. The state and the district are thereby protected from the unscrupulous bidder, who would provide an uninformed board of education with an inadequate chassis.

Responsibility for Safe Equipment

The responsibility for safe and durable equipment, therefore, is largely a state responsibility and the provisions set up in the program largely relieve local boards of education of the responsibility for technical features of safety

¹The sixth of a series of articles prepared to interpret the Board-of-Education Business-Efficiency Rating Card, designed by Mr. W. M. Sears, Assistant in Educational Finance, New York State Education Department, and published in the December, 1935, issue.

A Department Bulletin, comparing the average cost of operation of different types of conveyances, and other transportation experience, in New York State, has been prepared by Mr. Burton H. Belknap, Supervisor, Rural Education Division, State Education Department, Albany, N. Y., is available upon request. An additional article, prepared by the director of the Educational Research Division, of the State Education Department, will appear in a later issue.

²Supervisor, Rural Education Division, State Education Department, Albany, N. Y.

and durability, whether they buy equipment or contract for its use. The state program in these particular features largely determines the pattern of the local district's program. The district may, of course, go beyond the state minimums. The board of education of a district located in a state lacking any state program must, as best it can, establish its own policies relative to the technical features of equipment it will buy or employ under contract.

This does not complete the services rendered local boards of education by the state. The local board in its transportation program may look for professional guidance and advice from the district superintendent of schools, New York State's intermediate school officer. He must approve contracts, routes, drivers, time schedules. He, too, helps in a definite measure to determine the financial pattern of the local school district's transportation program. This office, so personal in many respects, has its parallel in other states.

On first appearances in a state program such as New York's, one might declare all authority completely usurped by outside offices with no room left for a broad, local transportation program. Nothing could be further from the truth. The board must yet establish policies to guide its procedures in several directions before it may lay claim to having an effective and sound transportation program. A board of education's program, whether it be in the selection of teachers, the maintenance of health services, or the preparation of a budget, requires definite policies to assure competent handling. This is, of course, equally true in the case of transportation.

Executive responsibilities must be delegated to capable officers. Policies of administration need to be defined and supervision properly delegated. Unbusinesslike procedures should be permanently excluded, or driven out if they now exist. The hazards of operation can be diminished materially only as the board of education institutes sound procedures of administration and supervision. State inspected and certified conveyances mean nothing if a board of education neglects to place these conveyances in capable hands. The savings contemplated by a wise state policy governing purchases will not materialize, unless neglect and careless treatment of equipment is prevented by the employment of competent drivers and an experienced executive. Costs of transportation are certain to reflect the thoroughness of the local board's program of administration.

Establishing Transportation Policies

A board-of-education policy may be defined as a predetermined guide to action for any particular circumstance that may arise. As a board reviews those problems that must certainly arise as a transportation program progresses, it will have a clue to the policies it should establish. Such policies should represent the combined judgment of the whole board and should be included in the minutes as resolutions.

A board must determine its relationships with state authorities in order to become fully informed regarding the requirements of the state minimum program. The electorate of the district should be informed of the needs in order that support shall be forthcoming and essential authorizations granted. The board must select that type of transportation service, that is district-owned, privately-owned, or public-service motor vehicles, or even horse-drawn wagons and sleigh busses, most suitable to its needs. Operating practices must be determined in such matters as schedules, routes, and assignments of busses. Rules for selecting or dismissing drivers and means of supervising their activities should be determined. Sound

policies in relation to transportation by parents, at district expense, may early save a board of education much embarrassment.

In the case of district-owned conveyances, the board should establish proper policies for the repair, storage, replacement of equipment, and fueling of each bus. Cost accounting that will throw light on the operating and upkeep cost of each conveyance owned by the district is just ordinary good business practice, but cost data are not likely to be available without a board-of-education policy that defines who shall be responsible for this cost-accounting work.

This discussion of policies, incomplete as it must of necessity be, paints a rather striking picture of the details incident to a board's transportation program. Sad to relate, some boards let the program proceed without giving much thought to these matters. The principal lacking delegated authority may or may not act. Drivers may follow poor practices for lack of better directions. Experience indicates that the establishment of general policies makes possible more successful administration and supervision. For example, note this sample resolution:

Resolved: The supervising principal shall supervise the loading and unloading of all transported pupils; he shall establish a means of pupil accounting with drivers and he shall be responsible for methods of discipline.

How much different from the district where a driver informed a state supervisor, "I stop the bus and go back and beat 'em up if they're fresh. Don't you think that's better than throwing 'em off?" A complaint from another section of the state explained that a driver had been ejected from a conveyance by a pupil. Could either procedure be based on defensible policies of boards of education?

Principal's Duties Definitely Assigned

The part of the principal should be precisely defined. As chief executive officer of the board of education, he should perform a variety of executive functions for the board. These executive acts should be based upon board-of-education policies. Once a policy is established, its execution in detail need never come before the board. That body may properly entertain only appeals taken from the action of its officers.

Principals generally provide spot maps, census figures, and other relevant data for the guidance of the board in establishing the needs of service. Boards generally assign busses to routes and establish lengths of routes, while time schedules are usually assigned to the principal.

As an example, in defining the service to be rendered, such resolutions as the following appear in the minutes of a board of education:

No pupil living within a radius of 1 mile from the schoolhouse shall be transported.

This policy defines extent of service to be performed. It diminishes charges of favoritism, inasmuch as it may be executed impartially. And another like policy by being definite may also be executed impartially. It reads:

Supplementary routes (horsedrawn or sedan) shall be established only when a child lives at a distance greater than one half mile from a bus route.

And still another tells its own story:

No parent will be paid for transporting his children under any circumstance.

Policies in cost accounting vary. Some excellent programs established by board-of-education policy, delegate this responsibility to the principal, while others provide for a supervisor

of transportation, who, in addition to his duties as head driver and chief mechanic, tabulates the data entered in log books placed in each bus. The actual bookkeeping is usually handled in the principal's office, yet in some instances an additional part-time clerk maintains a separate independent system of bookkeeping. This, however, should not be out of touch with the general budget.

In one central rural-school district operating a fleet of fifteen busses, the transportation supervisor may at any moment advise the board on any matter pertaining to the cost of operating, or maintaining each bus in the fleet. Each bus is charged with the labor it demands for minor or major repairs. Allocation of gas, oil, antifreeze, tire chains, and like costs, is easily accomplished. Large-scale purchases, when capably supervised, mean large savings. Costly equipment and costly operators are soon determined by their lack of efficiency. Another district with a fleet of five busses has essentially the same service with all records and data clearing through the principal's office. How different from a third district with clear-cut contrasts to the above practices existing on every hand; with numerous people having access to the district's gasoline pumps, and drivers placing their busses in garages of their own choosing for repairs and servicing at their convenience. Operating and upkeep costs of the separate busses not being established, the board has no definite way of knowing that old, wornout equipment has served its day and should be discarded. Only the board of education is responsible for such haphazard conditions.

The head driver, chief mechanic, or transportation supervisor, a title rightly accorded him, is usually a year-round, full-time employee of the board of education. He is usually responsible directly to the supervising principal. The selection of drivers and their rates of remuneration are responsibilities generally reserved to the board. Drivers in New York State must be at least 21 years of age by state regulation. Some boards of education require certificates of good health and physical fitness and also establish qualifications that bar cripples, alcoholics, and men of extreme old age. The State of California has done considerable in establishing qualifications for school-bus drivers along these lines.

Although insurance minimums have been set by New York State, these minimums have been generally considered by most boards of education to be entirely inadequate. Accordingly, boards have proceeded to establish their own policies with respect to the purchase of insurance adequate to the needs of their school districts.

In this outline of board-of-education policies for the administration and supervision of a transportation program it has been indicated that the relations between the several officers involved cannot be too closely defined. In all fairness to the principal, to the transportation supervisor, and to the driver, each should know exactly what individual responsibilities are his, and what authority he may exercise in carrying them out. A "when and if" policy has many elements of insincerity that encourages "buck passing" when the going is rough. The policies of the board of education should establish effective co-operation between all the employees of the district.

In no two ways does the board come closer to the people than through its transportation service, and its stewardship of school funds. The adequate management of the transportation program in both these respects establishes the confidence of the people more rapidly and certainly than does any other single board-of-education activity.

All who have meditated on the art of governing mankind, have been convinced that the fate of empires depends on the education of youth.

—Aristotle.

School-Board Members

Who *are* Making Educational History in American Cities

MR. CHARLES D. ISE President, Board of Education, Coffeyville, Kansas

Mr. Charles D. Ise was first elected to the Coffeyville board of education in August, 1921. In 1927, he was made president of the board and has served continuously in that capacity since. He is also a member of the Kansas State board of education and former president of the University of Kansas Alumni Association. Mr. Ise is a member of the largest "Kansas University family," six members of the Ise family having received a total of twelve degrees from that institution. A brother, Dr. John Ise, is a member of the university faculty at the present time.

When Mr. Ise first became a member of the board of education, Coffeyville stood near the foot of the list of the state's first-class cities so far as secondary-school facilities were concerned. Under his direction and guidance, two of the finest high-school buildings in the middle west have been added to the Coffeyville schools; the Field Kindley



MR. CHARLES D. ISE
President, Board of Education,
Coffeyville, Kansas.

senior high and the Roosevelt junior high. These two superb buildings are located on the same campus and are listed as the city's finest asset.

Under Mr. Ise's administration, a junior college has been added to the Coffeyville city school system and has grown to be the largest institution of its kind in Kansas. The elementary schools are well on the way to becoming one of the most modern systems in the state.

President Ise, who is himself a former school administrator, has a keen and abiding interest in schools and school problems. His city has much to show for his interest and ability.

MR. CHASE M. DAVIES President, Board of Education, Cincinnati, Ohio

Mr. Davies came well equipped to the position of a member of the board of education. He is a graduate of the University of Cincinnati, winning both a B.A. and an LL.B. degree. In the year 1921, he was awarded the McKibben Medal by the University of Cincinnati.

President Davies might be deemed quite a young man to fill so important a position as the head of the board of education of an important American city. But it is said that he measures up to the highest standards of a presiding officer, is fully versed in the ins and outs of the school system and in the policies and principles that



MR. CHASE M. DAVIES
President, Board of Education,
Cincinnati, Ohio.

must guide the progressive administration of the same.

Mr. Davies served in the World War in the capacity of second lieutenant. His favorite recreation is found in tennis and football. He was born May 21, 1898, in Van Wert County, Ohio, was married in 1925, and has three children. He has been actively engaged in the practice of law since 1924.

MR. J. B. SNELL President, Webster Parish School Board, Minden, Louisiana

Mr. Snell is serving his eleventh year as president of the Webster Parish school board. His nonpartisan services have been a definite contribution to school administration, not only to the public schools of Webster Parish, but to the whole State of Louisiana. Before entering the business world, he was a successful schoolman and served as principal of the Minden high school for many years. For fifteen years, he has been president and



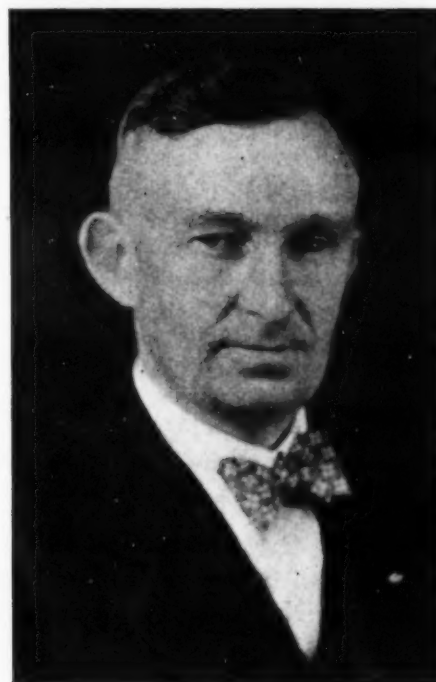
MR. J. B. SNELL
President, Webster Parish School Board,
Minden, Louisiana.

manager of an important business concern that has been prosperous even through the depression. The Webster Parish school board, under his administration, is out of debt and is paying its employees promptly one hundred cents on the dollar. Webster Parish school board paid its teachers a bonus of 7½ per cent on last year's salary and has increased salaries for the current year. This achievement was accomplished in the face of diminishing revenues. Assessed valuation in Webster Parish in the past ten years has dropped 50 per cent.

Readers of the SCHOOL BOARD JOURNAL perhaps know that Webster Parish is an outstanding example of an extreme type of county unit form of school government. Its system during the past fifteen years has transformed all of its one-room schools into ten consolidated schools and today is giving every child high-school opportunities. This is being done by means of comfortable bus transportation. The Parish school board is sole administrator of all schools, both city and county. The board is composed of eight members, elected for a period of six years, one third of the membership comes on every two years, thus making a continuous program. The board members, from the central office, obtains information through circular letters, etc., as monthly school income and expenditures. Such information enables all the members to act intelligently and rapidly when they meet.

REX L. BOYER President, Elementary and High School Boards, Martinez, California

It is difficult for a school system to rise above the interests and ideals of its school board. The president of the board has much to do with molding those interests and ideals. Fortunate indeed is the school district that has as the president of its



MR. REX L. BOYER
President, Elementary and High School Boards,
Martinez, California.

board a well-educated man, a successful man, a man of broad educational vision and human understanding.

The public schools of Martinez, California, are fortunate in having such a school-board president in the person of Rex L. Boyer. Mr. Boyer was born in the State of Washington, but came to this, Contra Costa, county when very young. Here he had his public schooling and followed it with a commercial course which enabled him to become a court reporter. Ambitious to become a lawyer he studied law in the office of an attorney and later went to law school in San Francisco. Since

(Concluded on Page 80)

A Mr. Wilcox Becomes *Very Inquisitive*

New Doctrine for Monroe—XVI

Brooke W. Hills

Thus far in these chronicles of the somewhat trying conditions under which that young superintendent, Mr. Smith B. Hamilton, was attempting to create a new order of things in the troubled municipality of Monroe, we believe we have failed to mention a certain distinguished patriot by the name of C. Dunlap Wiston. We hasten to assure you that there has been no intention, whatever, on our part to slight this gentleman; as a matter of fact, C. Dunlap was the type of important person who is extremely difficult to slight, no matter how hard one might try.

It had been tried. Mr. Wiston would have been the first to tell you so. It had been tried — but just once. In his early youth, Mr. Wiston had spent the better part of three years in attendance at Monroe high school, where, it is most regrettable to state, he was a very much misunderstood young man. The school was greatly at fault in this respect, so much so that his record card showed a doubtful passing average in but two subjects, and very far from doubtful flunking averages in many more than two subjects. In consequence, the elder Wiston removed this misunderstood young gentleman from these unpleasant associations with a lot of teachers who were just a set of young girls who didn't have the brains they were supposed to be born with, and transferred him to a business "college." From this place he emerged in ten months with a red and blue beribboned diploma in his hand, and a most unfavorable opinion of everything that has to do with public schools.

There was quite a piece about him in the local paper at the time of his commencement; his father thoroughly attended to this little detail, as well as supplying the portrait of the young intellectual all adorned with cap and gown, which appeared at the top of the column, followed by the unique caption,

HOME BOY WINS HONORS

Not so difficult to secure this publicity; not so difficult to have reproduced word for word his valedictory address, "Steps in the Ladder of Success," particularly since the old gentleman happened to be one of the directors of the Monroe National Bank, and was certain to be good for a substantial number of copies of this edition glorifying American youth, said copies to be mailed around to a large number of relatives and inconspicuously displayed in the most conspicuous place on the back-parlor table . . . Old-Timer, you know just exactly what I mean.

Eventually the elder Wiston graduated from this earthly "school of hard knocks," and shortly afterward was transported in a near-rosewood box along with a stack of floral tributes to the family plot, where, under a spreading tree he was left to wait in company with a number of other hard-headed, self-made business men, until such time as he might be awakened to give an account of his former affairs. C. Dunlap, left behind with a flourishing business and a walloping bunch of life-insurance policies, proceeded to carry on the family reputation, that of being able to make money and more especially to keep it — and the reputation of the family did not suffer in the least on account of the change in leadership.

In spite of his square derby hat and his brick house with white trim, it was occasionally whispered behind his back that were it not for his financial rating, Mr. C. Dunlap Wiston would be extremely prominent in that circle of individuals coarsely alluded to as "false alarms," whatever that presumably slangy expression may mean. Despite this, however, he grew into his early forties along with the growth of Monroe, expanding in much the same way as this interesting community — mostly in the middle, and rather petering out in the outskirts. Expanding as stated, and acquiring along with his years a still more exalted opinion of himself and his importance, and what is much more essential to this narrative, a still more profound contempt for public schools and especially those groups of citizens who are foolish enough to permit themselves to be placed on school boards.

By the very nature of things, Mr. Wiston rather fancied himself an orator of parts. We believe this is the correct term; we are certain that he was an orator in many parts, whatever be the time or place. For example, on one occasion, so history goes, George Washington was careless enough to linger for a short time in that section of the state which afterwards took on the name of Monroe. Careless, in that the legend of this bivouac of the Father of Our Country became with the passing

years a source of considerable local pride, a pride which resulted in a large granite marker "cut from the eternal hills, a symbol of the everlasting fame of this great man"; we quote from the dedicatory oration. On the face of this marker was placed a neat bronze tablet, ostensibly to recount the reason for its existence, but really — as one wretched cynic remarked — to give the Wiston tribe a chance to wind up the inscription with the statement, "Erected by the Family of C. Dunlap Wiston"; "and I'm a-telling you boys, I betcha a dollar it was all he could do to keep from having a hand a-pointing to the bottom line so *nobody* could help but miss it."

No matter what the why's or wherefore's, no matter what slighting remarks these small minds might cast in the direction of the purpose behind this testimonial to the virtues of Washington and the public spirit of the Wiston family, this sacred spot made a perfectly swell place for local orators to swell up themselves on such occasions as the Fourth of July, Washington's Birthday, and the like; here the Bird of Freedom was regularly cut loose and permitted to try his wings to the accompaniment of sundry choice oratorical references to such unique subjects as "The Four Horsemen Ride No Longer" and "My Country, Right or Wrong," and even an impassioned reading of "The Declamation of Independence" as one slightly flustered pinch-hitting speaker put it on one occasion when the orator of the day got a "flat" on his way to the exercises and failed to show up. Music was usually supplied by the public-school children, drafted into service on the ground it was good for them to be there, an opinion very cordially disagreed in by unanimous vote of the choristers. . . . Of course, his arrangement did have its strategic value, in that most of their parents had to go along with them to keep them out of trouble, so there was always a good big crowd on hand. . . . Gosh! And excuse us for this exclamation.

On all such occasions, needless to say, the affair was honored by the presence of C. Dunlap Wiston, who, when he was not presiding, could always be induced to say a few appropriate words. The rendition of these usually took the better part of a half hour, and also took the tucker completely out of the juvenile portion of the audience, sweating or freezing away as they waited the signal to burst into "Hail Columbia, Happy Land," or "Tenting on the Old Camp Ground," depending on the time of year and the occasion.

Sounds a little unpatriotic, doesn't it, to you who know other Monroes, other historic markers, other C. Dunlap Wiston's. But, my dear fellow, let me ask you just one question, and in asking this question relapse for the instant into another oratorical term that comes to mind. Does the asking of this question give you any of that commodity known as "food for thought"? Here's the question: Can you honestly say you ever heard of anyone, *anyone*, who ever became more patriotic by being forced to put on a starched shirt or dress and trudge a couple of miles carrying a drooping flag to listen to a lot of flap-doodle oratory in which he has not the slightest interest? Isn't there a perfectly good possibility that in this way you are merely defeating your own purpose, sincere though your motive may be? Isn't there some other more logical, one might even say more humane method, of teaching reverence for our country's history? We submit that there is; we believe that true patriotism is a little like religion in that it is pure and undefiled — but, oh, what a disappointment for many well-meaning, perfectly decent folk; and what a terrible disappointment for those spellbinders who find themselves without an audience!

Turn back the requisite number of pages in your own personal history, back to the time when *you* were fifteen years old and wanted to go in swimming that hot Fourth of July — and give these present-day urchins the benefit of your own frustrated desires. Don't worry too much about this current crop of small-fry; they'll respond quickly and without urging, depend upon it, when the occasion is real and not simulated.

Enough; and we have qualified C. Dunlap Wiston, Esq., as an orator of parts — a self-assured master of the forensic skills, a willing expounder of such doctrines as are good for the common horde to assimilate. And why all this preliminary qualifications? Right, Old-Timer; you've guessed it!

Or, as Editor Short tersely expressed it at one of the gatherings of the boys down at the fire house, "We'll turn that old rooster loose on them and he'll take the skin right off their hides."

"But, looky here, Short," replied Mr. Tibbs, having gravely considered the possibilities of this interesting physiological demonstration. "Wiston don't know a darn thing about the scandalous goings-on of the board. What in Sam Hill makes you think you can get *him* lined up to help out Jack Tyrone?"

"Now, listen," was the sage reply of Mr. Short. "Who's a-running this campaign, anyway? Who said that old fool knows anything about the cussedness of Benkert and the rest of his gang? Don't you know that all Wiston needs to get a-going is a good winding-up and an audience? I'm surprised at you, Tibbs; indeed I am."

"Well, I s'pose you're right, Short," was the still reluctant answer. "But, by Judas, if it wasn't that Brother Tyrone's in trouble, you wouldn't ketch *me* trying to last it out." The immediate applause from the rest of the boys was indicative, possibly, of their own feelings concerning the proposed flight of oratory; or, possibly and more kindly, their method of exhibiting their regard for the self-sacrificing loyalty of Mr. Tibbs.

"All right, then," continued Mr. Short as the applause died away. "We'll appoint a committee to put it up to him."

In this way was C. Dunlap Wiston, Esq., selected to champion the cause of the oppressed Jackson R. Tyrone. Monroe's premier spell-binder heard the committee gravely through, profoundly considered the matter for at least thirty seconds, and then announced himself as ready to make the personal sacrifice of time and thought necessary in preparation for a few suitable remarks for the benefit of Monroe in general and the school board in particular.

"Don't spare 'em anything," was the caution of Mr. Short amid the pleasant leave-takings.

"I shall spare no one," promised Mr. Wiston with the heavy dignity befitting the sentiment.

"That's the truest thing he ever said in his life, if all I hear about him is correct," observed Mr. Peter Barron to an amused Miss Ross, while they briefly discussed the latest news from the battle front as it percolated into the office one afternoon late after school.

"Peter Barron, did you ever have a serious thought in your head?" was her query.

"Yes, I have had," was his immediate reply. And, in another moment, "Want to hear it?" looking steadily at her. That competent young lady glanced quickly at him, hesitated, and with a decided shake of her head turned back to her work. Peter Barron waited a long instant, sighed, carefully untangled his legs, and sighing again disappeared in the direction of the gymnasium. . . . All of which is merely by way of an interpolation.

. . . Wednesday night. Board meeting. Lines of people coming from every direction toward the school building. Tyrone's friends; other people who were disgusted with Short's latest editorial outbursts, the solid, substantial people who believe in schools and who want them left alone to do the work for the children; others, the merest curiosity seekers, impelled hither by street-corner stories of the big doings likely to happen — a fair cross section of Monroe.

Hamilton expected all this, knew ahead of time what might occur. "Got to go, now; wish me luck!" to the person whose smile belied the anxious look in her eyes. His car rolled away from the curb. "He'll be there, now, in a few minutes. Oh, I *do* hope everything will go all right. . . . Poor Smith!" . . . Perhaps it's just as hard to stay home and wonder what's happening at the board meeting as it is to face the music there. . . . Which again is merely an aside.

Board room filled with citizens. Too many to accommodate the crowd. Benkert's good-natured motion to adjourn to the auditorium. A hurried movement to the larger room, following the more hurried flight of the night janitor to turn on the lights. A table and chairs placed on the platform for the use of the board. Curious looks on their faces as they sought their unaccustomed seats. General craning of necks on the part of most of the audience to see if Tyrone had come. General disappointment to find the gentleman had apparently absented himself, changing to very particular delight on the part of the fire-laddies on learning that Mr. Tyrone was holding court in his own classroom with a few of the chosen faithful. The most terrific enthusiasm among them at his quoted remark, "What? Go in there with those boobs on the board? I'm ashamed to be seen in the same room with them!" Mr. Short, in his editorial capacity, prominently displayed in the foreground, pencil and notebook in hand; a dignified Mr. Short, the picture of confident ease, regardless of his frequent surreptitious glances around the room and especially at newcomers as they straggled in. . . . "What if that

confounded well-digger from Irish Hill should take it into his head to come over here tonight and go to work on my map in front of all this crowd?" . . . Stony silence as Hamilton took his seat at the board table, followed by curious looks from the many who had heard both good and bad reports about this new superintendent. Benkert's low voice, "Take it easy, Mr. Hamilton; remember we're all backing you up."

Anxiety on the part of the committee in charge of the speaker of the evening on account of his nonappearance, eventually followed by a ripple of applause as the important Mr. C. Dunlap Wiston importantly pushed his way to a front seat, briefcase in hand. An anguished whisper from that vigilant martyr, Mr. Tibbs, "Oh, my gosh! He's got a *trunk* full of speeches there. If I didn't know I had ought to stand by Jack Tyrone, I'd pack up and go home." . . .

Roll call. "Quorum present, Mr. President." Reading of the minutes; reading of communications. A short colloquy among the members. Then the awaited announcement, "If there are any visitors present who may have any business they wish to present to the board, the courtesy of the floor is extended to them." General buzz-buzz-buzz, further twisting of necks, the passing of muttered remarks; and then — the impressive Mr. Wiston! Yes, indeed; C. Dunlap Wiston in all his glory was rising from his seat, his eyes surveying "the sea of faces, expectantly turned in the direction of our first citizen" . . . he had already pictured to himself the expressions shortly to appear in the columns of *The Item*.

A swift glance from Benkert, a half nod as of confirmed expectation, his pleasant "Won't you come up on the platform, Mr. Wiston? It will be easier for you to be heard." Hamilton's quick look caught, or thought it caught, a trace of a smile on Benkert's face — just a quiver that vanished almost as rapidly as it appeared. . . . "I wonder" . . . a forward movement in the crowd; an impatient "Look out, Bill; give 'im a chance to get up there" . . . and a still more glorified C. Dunlap Wiston ranged alongside the speaker's table, hand thrust in the bosom of his buttoned frock coat, his chin sunk in the white collar — all very much like the pictures of other well-known Calhouns, and Websters, and Henry Clays as he had picked them out of the galleries of histories. A preliminary clearing of throat, a burst of applause which died away at the peremptory raise of his hand.

"Mr. President, Members of the Board of Education, and my Fellow Citizens of Monroe."

"Well, he's off," dismally reflected Mr. Tibbs. And still more dismally, "Betcha the old fool's good for an hour; gosh, it sure takes it out of a feller to stand by Jack Tyrone." . . .

To anyone accustomed to the oratorical performances of the speaker, it was plain enough that the winding-up process as mentioned by Mr. Short had been very thoroughly taken care of. While there was abundant evidence that he was off, to repeat the meditations of Mr. Tibbs, there was still more evidence that Mr. Wiston was off to an extremely slow start. As a matter of fact, after ten minutes had passed the gentleman had failed to give the slightest idea of what he was trying to get at. Even the expectant Mr. Short began to squirm a little.

"Why in thunder does he have to do all *that* kiyoodling? Why doesn't he get down to business and start throwing the harpoon into that bunch of crooks up there? What do we care about 'the first days in Monroe!' Darn his hide, anyway . . . oh, *there* he goes!" . . . The word was "school."

We have already stated the utter lack of regard felt by Wiston, Esq., for any and all public schools. Particularly was this true when his tax bill came in; and he felt that among other points he should stress on this occasion was the rapidly rising cost of education — a subject, incidentally, dear to the heart of many another small-town public speaker. To this he gave his undivided attention for what seemed to Mr. Tibbs a most unreasonable length of time, although sundry dark-veiled references to certain residents of Monroe, who, he said, were just about two jumps ahead of the sheriff, did arouse a pleased, speculative interest in his mind as well as in that of many others. In the continuance of his dissertation, Mr. Wiston also made it clear that in his opinion any comparison between present-day education and that of the good old days was ridiculously in favor of the past. He took occasion to prove this.

"Here, my friends, on every side we see luxurious surroundings. We see our boys and girls wasting their time on fads and frills in these modern palaces, these edifices which represent the extravagant conception of an architect's dream. And yet, my memory goes back to the little old red schoolhouse on the crest of the hill, where our sturdy forefathers were wont to gather in diligent pursuit of the knowledge that equipped our Jeffersons, our Lincolns, to take their proud places

in our country's history. And hard by this little schoolhouse, stood that other humble but sanctified building, the village church, with its spire pointing the passerby toward" . . .

And here Mr. Wiston impressively pointed in the general direction of the ceiling, lifting his hand in the dead silence of what is known as an oratorical pause. The chances are he expected to complete his original expression with some such other original words as "the skies of glory"; we are not certain, and what he did intend to say at the end of his gesture will probably never be known, for just at that instant, as every eye was trained on that rising forefinger, the silence was shattered by a loud remark from someone in the audience over on the other side of the room,

"Mr. Chairman, have we got to listen to this rot all night?"

This pointed inquiry not only shattered the impressive silence of the room; it produced an immediate and tremendous sensation, and very naturally. Tibbs and other more or less rebellious backsliders who had been patiently enduring the pains of martyrdom, at once took a new and amazingly lively interest in present proceedings, an interest which was doubled by the repetition of the remark.

"Yes, sir! That's just what I mean. How much longer have we got to listen to all this drivel? I came down here to try to find out what this school row is all about; I didn't come here tonight to put in a couple of years listening to a lot of balogne about somebody's taxes!"

The voice thus rudely raised in disgusted protest was quickly identified by nearly everyone present as belonging to Harry Wilcox, who put in his working hours by conducting a gent's furnishing store in the city. Regardless of the location of his regular business, Mr. Wilcox prided himself on his own civic spirit and his active interest in matters pertaining to the welfare of Monroe. Any introduction of this gentleman to the crowd was wholly superfluous. As a matter of fact, in sorting out various town characters on another occasion, he had been described to Hamilton as being a "pretty level-headed fellow, who isn't a-scared to call a spade a spade; and when he's feeling good he doesn't give a hoot whether it rains, snows, or freezes." It was evident that Mr. Wilcox had reached the point of feeling unusually good.

That there might be no doubt whatever in the mind of anyone as to his identity, the level-headed Mr. Wilcox very obligingly again repeated his remarks, although his words were lost in the shouts of laughter and spontaneous applause from every part of the room. There was another outburst when C. Dunlap Wiston, who, in the excitement of the moment had apparently forgotten all about his hand which was still raised halfway toward heaven, looked up, caught sight of the neglected member, and let it drop swiftly back into place. Cordway, presiding as chairman of the board, was pounding away with his gavel, trying his best to restore some semblance of order. Benkert, purple in the face with suppressed amusement, and others on the platform were half risen to their feet, waving at the crowd to sit down, the while Mr. Wilcox manfully stood his ground.

"Do I get an answer to my question?" demanded that indignant citizen. "How much longer is that bird going to waste our time?" Fresh applause, and renewed pounding of Cordway's gavel.

"Just a minute! Just a minute, gentlemen, if you please!" Turning to the orator of the evening who was beginning to exhibit several unmistakable preliminary symptoms of having a fit; "I'm afraid, Mr. Wiston, in all this regrettable hubbub the audience may have lost the thread of your remarks."

He would have said more; but just at this instant the Wistonian dam, pent up all these years, suddenly burst, and for once in his life C. Dunlap spoke spontaneously — spoke with every indication of sincere feeling, spoke in perfectly understandable English and straight to the point.

Beginning with the heartfelt declaration, "Looky here, Short; this is the first and the last time that you and your spindle-shanked bunch of flatheads will ever get *me* up to do your dirty work for you!", Mr. Wiston graphically sketched for the information of the audience his entire conception of the working arrangement into which he had been led by the persuasive tongue of Editor Short for the benefit of the persecuted and distressed Jackson R. Tyrone. It could easily be gathered from his introductory remarks that while he was more than slightly piqued at the interruptions from his questioner in the audience which had precipitated all this excitement, his main topic centered around the person responsible for getting him into this humiliating mess. This was one point he wished to make perfectly clear in the four or five minutes he devoted to this portion of his address. It may be set down to the everlasting credit of C. Dunlap Wiston that here was the one speech of the many he had made during his life which got across; a speech that exhibited the speaker's surprising and extensive knowledge

of vivid adjectives commonly used to characterize peculiarly unpleasant people. Equally surprising was the long list of these people and his perfect readiness to show in detail just how these adjectives fitted the individuals he mentioned.

The audience, bored almost to death by Mr. Wiston's previous 25-minute peroration, rewarded him now with the closest and most undivided attention as he steamed right ahead, calling the names of the local celebrities whom he had on his list as rapidly as he could remember in his agitated state of mind; and when he couldn't remember, referring to them as "I forget the name of that lunkhead just now, but if I think of it I'll tell you a little later on." In most of these mental lapses he was frequently assisted by helpful hints from the crowd. Mr. Wiston covered a lot of time and space and population in his remarks, finally winding up with the fervent declaration that "he didn't exactly know who this Jackson R. Tyrone is, but if he is any friend of this fellow Short, he ought to be run out of town on a rail, and you'll be doing me a real favor by letting me carry one end of it."

Having reached this satisfactory conclusion and with an emphatic yank at his briefcase the orator had started down from his perch, when once more he was interrupted by the raucous voice of Mr. Harry Wilcox, this time raised in tones of the deepest admiration,

"By George, boys! *That* speech was a dandy, wasn't it!" Tremendous applause from the greater part of the audience greeted this sentiment, and Mr. Wilcox sat down again with a satisfied and beaming look of having performed, and performed unusually well, a real public duty. C. Dunlap Wiston, catching the eulogistic testimony of his former tormentor, rose to his feet, tactfully bowed his acknowledgment of the renewed enthusiasm, and seemed to be really pleased about something. There was comparative peace and quiet for the moment when suddenly Editor Short sprang from his chair, anger and chagrin written all over his face, and in a voice shaking with rage called across the room,

"Wilcox, your remarks are entirely out of order, and I shall . . . I shall publicly excoriate you for them in this week's *Item*!"

"Is that so?" inquired Mr. Wilcox, again rising to the occasion. "I don't know just what you mean by that, but it certainly sounds like a dirty crack to me, and anyhow, those are fighting words, and I'm a-coming right over your way just as quick as I can peel this coat off." With a bow of the utmost politeness, "If this gentleman sitting next to me whose name I don't happen to know will be kind enough to hold it for a few minutes."

The gentleman alluded to in this graceful way was perfectly willing to hold it for even more than a few minutes; in fact, he loudly stated that he could positively think of nothing which would give him more pleasure than to co-operate in any way possible — a sentiment which was echoed by all in the immediate vicinity who could hear his remarks in the renewed tumult.

The embattered Mr. Wilcox quickly divested himself of his outer garment; then, having exhibited a few preliminary samples of fancy footwork, and brandishing his shirt-sleeved arms in what he probably believed was the most up-to-date method employed in the manly art of pugilism, started weaving his way through the crowd in the direction of Short, who, for once in his career, was mad enough to take a chance on anything. Up in front, Cordway was beating a violent but useless tattoo with his gavel; Benkert was calling to friends in the crowd to head off the impending clash; and Hamilton, in absolute amazement, was considering what if anything he might be able to do in this emergency, when the progress Shortward of Mr. Wilcox was interfered with by the sudden interposition of a languid Peter Barron.

"Now, now, now," said this young gentleman in a soothing voice as his captive vainly tried to squirm away from the arms tightly wrapped about his own shoulders. "Don't get excited; you might explode, and a board meeting is a poor place for this sort of thing. Here, Mister, let me have this wild man's coat." And alternately threatening and cajoling, Mr. Peter Barron half-marched, half-dragged the angry Mr. Wilcox out of the room and out of sight, the while others were rendering the same service in the name of law and order by reducing a sputtering Short to a semblance of his usual urbanity preliminary to ejecting *him*, as well.

"And I think they should be allowed to fight it out," hoarsely objected another gentleman with a red face and a horseshoe stickpin. More cheerfully and hopefully, then, "Mebbe they'll get at it again out on the sidewalk where there's a little more room. Anyhow, *I'm* going out to see" . . . an exhibition of a deep interest in proceedings which was immediately shared by the crowd; the room was virtually emptied

(Continued on Page 56)

The Iowa State School Accounting System

Emmet L. Morris

Financial accounting in the public schools of Iowa is being handled now on a standard uniform plan, made mandatory by law.

The uniform Financial Accounting System for Iowa School Districts was arranged by the State Department of Public Instruction under the direction of R. C. Williams, director of research. It is composed of a series of forms and a handbook for the secretary and treasurer and superintendent of all school districts which maintain high schools.

The Forty-fifth General Assembly in 1933 enacted two laws making possible and necessary the uniform financial accounting system and an audit of all school-district financial records by representatives of the state auditor's office.

The Iowa system, which was completed in 1934-35, is now a component part of a comprehensive national system of public-school-district accounting because most of the states now use practically the same classifications, terminology, and practice throughout.

History of the Movement

To briefly review the history of school accounting and budgeting of school funds in Iowa

Uniform School Accounting System was presented as the first step toward uniformity. All educational and legal agencies of Iowa co-operated in bringing about this system. On their own initiative approximately 600 districts, of the then existing 933, tried the plan; most of them continued it, which made it far simpler for the present mandatory system to be adopted.

While the outline of the new system is very similar to the 1926 system, still many valuable and important changes have been made to improve the methods and to standardize it. The vast amount of valuable experience with the earlier system has been fully utilized.

The Basic Forms

The forms for the secretary are of loose-leaf columnar style and are 14 by 17 inches in size. They are made up of the following:

- Form S11 — Cash Receipts
- Form S12 and S12a — Warrant Distribution Register
- Form S13 — Insurance Record
- Form S14 — Bond Record
- Form S15 — Annual Budget Statement
- Form S16 — Computation of Per-Pupil Costs
- Form S17 — Warrant (order on Treasurer)
- Form S17a — Voucher Jacket
- Form S18 — Payroll Register
- Form S18a — Payroll Report
- Form S19 — Monthly Financial Statement

Use of each form is explained, step by step, in simple yet intricate detail in the handbook.

CASH RECEIPTS														
Date	FROM WHOM	Receipt No.	Code No.	TOTAL	GENERAL FUND				SCHOOL FUND				SCHOOL FUND	
					General Fund	Capital Fund	Other Funds	Other Funds	Other Funds	Other Funds	Other Funds	Other Funds		

FORM S11. SECRETARY'S CASH BOOK

WARRANT DISTRIBUTION REGISTER														
Date	TO WHOM	Warrant No.	Code No.	Amount	GENERAL FUND				SCHOOL FUND				SCHOOL FUND	
					General Fund	Capital Fund	Other Funds	Other Funds	Other Funds	Other Funds	Other Funds	Other Funds		

FORM S12. PAGE 1 OF WARRANT REGISTER

WARRANT DISTRIBUTION REGISTER														
Date	TO WHOM	Warrant No.	Code No.	Amount	GENERAL FUND				SCHOOL FUND				SCHOOL FUND	
					General Fund	Capital Fund	Other Funds	Other Funds	Other Funds	Other Funds	Other Funds	Other Funds		

FORM S12. PAGE 4 OF WARRANT REGISTER

WARRANT DISTRIBUTION REGISTER														
Date	TO WHOM	Warrant No.	Code No.	Amount	GENERAL FUND				SCHOOL FUND				SCHOOL FUND	
					General Fund	Capital Fund	Other Funds	Other Funds	Other Funds	Other Funds	Other Funds	Other Funds		

FORM S12. PAGE 2 OF WARRANT REGISTER

WARRANT DISTRIBUTION REGISTER														
Date	TO WHOM	Warrant No.	Code No.	Amount	GENERAL FUND				SCHOOL FUND				SCHOOL FUND	
					General Fund	Capital Fund	Other Funds	Other Funds	Other Funds	Other Funds	Other Funds	Other Funds		

FORM S12. PAGE 3 OF WARRANT REGISTER

one needs to glance back but a few years to 1920 when school financial records were kept in about as many ways as there were school districts—even to using a nail on the wall for invoices and merely the stubs of a warrant-check book for the complete record of receipts and disbursements.

The increasing enrollment, heightening attention to and stress on education, brought to light inadequate accounting (budgeting was scarcely heard of generally then). Alert blank-book publishers devised accounting plans and sold forms which were great improvements over the old composition book and other ridiculously simple and inadequate methods.

In 1925 the newly formed Iowa budget department, pioneer of the nation, under the able direction of the late Senator Ernest L. Hogue, was anxious to have a proper basis on which local school districts could arrive at total budgets for purposes of state direction and checking. This involved an adequate and uniform school financial accounting system and plan of internal budget for each local district.

The author was employed by this department to conduct a survey in Iowa and a complete research of all systems existing in the various states. In December, 1926, the Iowa

INSURANCE RECORD											
OBJECT INSURED	COVERAGE	COMPANY	COMPANY'S AGENT	Policy Number	Amount of Policy	Date of Issue	Term of Policy	Date of Expiration	Rate	Term Premium	Paid by Year

FORM S13. INSURANCE RECORD

BOND REGISTER											
Amount of Bond		Date of Issue		Purpose of Bond		Date of Expiration		Paid by Year		Paid by Year	
Amount	Date	Amount	Date	Amount	Date	Amount	Date	Amount	Date	Amount	Date

FORM S14. BOND REGISTER

ANNUAL BUDGET STATEMENT FOR THE SCHOOL YEAR ENDING									
Code	ITEM	Actual Year		Budget Year		Budget Balance		Change from Previous Year	
		Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget

FORM S15. BUDGET RECORD

[illegible]

FORM S23. SECRETARY'S MINUTES OF BOARD MEETING

[illegible]

FORM T12. TREASURER'S CHECK REGISTER

[illegible]

FORM T13. TREASURER'S RECORD OF WARRANTS

[illegible]

FORM T14. TREASURER'S RECORD OF BONDS

tary and president. The stub of the warrant is provided with a form for classification and coding. The warrant is attached by perforation to the stub to be conveniently detached, and the stub is attached to the warrant book by perforation. The stub, when completed and detached, may be clipped to the invoice or invoices to which it applies and serves as a voucher jacket.

Other types of voucher jackets are suggested, such as the envelope type, rubber-stamp type, and the plain folder type. One plan being made

No. _____ \$ _____

OFFICIAL RECEIPT OF
SCHOOL TREASURER

_____ Iowa, 19____

RECEIVED OF _____

The sum of _____ Dollars

For _____
(State Specifically)

_____ School Treasurer

Treasurer must issue receipt for all money received and keep carbon copy for his record.
(Iowa Uniform System of Financial Accounting)

Rev. 10-54

FOM T20. TREASURER'S RECEIPT FOR SCHOOL
MONEYS

use of to a great extent is a rubber-stamp type. The impression, which is made on the actual invoice, shows all functions and provides space opposite each for code entries, the column number in the distribution ledger in which each should appear, and amount columns. Each fund is provided with a total space on the form and the date and warrant number are also affixed. The convenience of this plan is that the superintendent may stamp each invoice, code and classify it, and indicate, for the convenience of the secretary, the exact column in which the secretary should enter it. This serves to clarify the distribution for the secretary. Unquestionably the superintendent, who is usually responsible for the receiving and checking of goods and invoices in the vast majority of school systems in Iowa, is the only one who can indicate the proper distribution.

Report Forms

The monthly financial report of the secretary is prepared with the notations of the 17 column headings of receipts, as on the receipts section of the ledger, listed down the left side of the sheets; the 55 column headings for dis-

bursements, are also shown; and a brief recapitulation section. The vertical column headings at the top and across the sheet show the estimated receipts, and disbursements, previously received and expended, received and expended during the month, total receipts and expenditures to date, estimated income, and unexpended balance. The recapitulation information shows balance on hand, receipts during month, total receipts, paid out during month, and balance on hand at time of making the report. All material throughout the monthly financial report is shown for both general and schoolhouse funds. A summary of the several monthly reports during the year constitutes the annual financial report base.

The bond register and insurance register are of the regular conventional type and are simply sheets included in the general ledger.

Mr. Williams has devised a complete and comprehensive plan for calculating unit costs for record and for purposes of comparison within the school system from year to year and between school districts.

The principal methods of breaking down the information recorded is by functions, organization units, buildings, and departments. The ADA (average daily attendance) basis is used. While certain inevitable inadequacies exist in any plan for comparison of unit costs, this plan approaches the optimum.

Treasurer's Forms

The records of the treasurer have been simplified to a series of loose-leaf forms 11 by 17 inches in size as follows:

- Form T11 — Receipts Register
Form T12 — Check Register
Form T13 — Record of Interest-Bearing Warrants
Form T14 — Record of Purchasers of Bonds
Form T15 — Treasurer's Annual Report
Treasurer's Check

Complete explanation, including definitions and detailed directions, accompany the treasurer's forms and are included in the handbook. The duties of the treasurer are enumerated with specific references to the sections of the Iowa code applying to each.

The present mandatory accounting system, which seems immediately to be highly compli-

cated and extremely difficult, becomes simple and easily carried out when the detailed directions are followed exactly. Lay secretaries experience the most difficulty when the superintendent in the system has had no training or experience in public-school finance. These cases are growing fewer and fewer each year and eventually it is expected that the accounting system, with budgeting further developed and standardized, will become a routinely accepted welcome part of the efficient operation of every Iowa school district.

The accounting system is basic and must be put into operation before a comprehensive budget plan can be followed. The handbook of the new system refers briefly to building the school budget and speaks generally of the plan to be followed. While the well-made and carefully administered budget is equally as important as the accounting and unquestionably inseparable, still all things cannot be accomplished overnight. Critics might point to the budgeting part of the new Iowa system as a weak point, but the author believes that the apparent omission of detail was a studied and planned matter to keep from cluttering up the new system with too much detail on the start.

The new accounting system brings the superintendent directly into the picture by stating: "As executive officer of the board, the superintendent is responsible, either directly or indirectly, for the business administration of the school system. His training and experience should qualify him to assume this responsibility and he will have a large part in the successful operation of any school accounting system."

THE MAKING AND REMAKING OF SALARY SCHEDULES

With the upward turn in the economic situation of the country there has also come a more optimistic approach to the subject of school finance. Revisions in salary schedules have become the concern of school officials. Salary cuts are being followed by a restoration, whole or in part, to former figures.

This tendency has also in a number of instances involved a review of the entire salary structure and a new approach to its making or remaking. The mere fact that a schedule has been in operation for some years without having discovered any serious defects in the same does not argue that it cannot be improved, or that greater equity with resultant increased efficiency cannot be achieved in a revision.

In line with this thought, the National Education Association has issued a bulletin, entitled "The Preparation of Teachers' Salary Schedules." It concerns itself in the main with the administrative and fact-finding procedures in arriving at an equitable salary schedule. The study is largely based on the practices engaged in by 222 school systems.

The primary purpose of a well-planned salary schedule as outlined in the study is to secure, improve, and retain good teachers, and a recognition of the fact that there is an advantage in paying teachers on a formally adopted schedule rather than on the basis of individual bargaining. In proceeding to the building of a salary schedule the first question which arises is as to the personnel that ought to be brought into service. The inquiries entered into reveal the fact that there are four factors which commonly enter into the making of a salary list, namely (1) the superintendent, (2) the board of education, (3) teachers' associations, and (4) other groups.

In mentioning the superintendent of schools it appears that in many instances he brings to his aid his staff or a committee of teachers. The board of education draws its executives or a committee to its aid. Teachers' associations frequently assign salary questions to a committee. By "other groups," as maintained in the study, is meant such bodies as taxpayers' or citizens' associations.

Whatever may be the recommendations of the professional workers themselves or of suggestions by lay bodies, the final decision rests upon the action of the board of education.

A Century of Progress in School Water Supply

Forest R. Noffsinger

(Continued from January)

Mann, in his *Supplementary Report* in 1838,⁸⁵ mentioned the desirability of having a well on the school grounds, and where there was no dwelling within one hundred rods "it seems almost indispensable to have a pump or well where water for drink and so forth can be obtained." Mayhew, in the Michigan school report for 1847,⁸⁶ also stated that a well should be located on the school grounds.

In city school buildings the well was often located in the basement. The Massachusetts Board of Education in 1848⁸⁷ stated that "the basement should be divided into two parts, one for each sex. There should be a well in the center, and a pump and sink in each part." The Providence, R. I., high school described by Bishop in 1846⁸⁸ had a pump in the basement with a "nice sink, lined with lead," and the Hartford, Conn., high-school building, built in 1854,⁸⁹ had in each of the two entrances "a pump of the most approved construction, an ample sink, two wash basins with towels, glass drinking tumblers, and a looking-glass." The Putnam School of Newburyport, Mass., built in 1848⁹⁰ had washing facilities in closets under the stairs, while the Ingraham School of Boston, built in 1847,⁹¹ and Public School No. 30 of New York City, built in 1852,⁹² had water and washbasins on every floor and in the basement.

One of the requirements for a good rural-school site, as set up by Burrowes⁹³ in 1855 was a spring or well of good water on the lot "or if on other property, it should be reasonably near, with the right of free and constant access."

The Free Academy, at Norwich, Conn., built in 1856,⁹⁴ was supplied with water by an aqueduct from a spring on the elevated ground in the rear of the building, while the high-school building at Toledo, Ohio,⁹⁵ built in 1858, had filtering cisterns in the basement from which water was sent to the top of the second floor to supply marble washbasins placed in the rooms of the building. All the wardrobes in the Lincoln School of San Francisco, Calif., a building erected in 1865,⁹⁶ were supplied with marble top washstands and water.

The Hollingsworth School of Philadelphia, erected in 1867,⁹⁷ had installed a glass water filter, and the hydrants were so arranged that turning one way secured filtered water and turning the other way secured unfiltered water.

A large number of the city school buildings erected after 1870 had city water piped into the building and washing facilities provided on each floor, usually in connection with the cloakroom or in the corridors. The first mention of drinking fountains in a school building was found in the description of a school at Elizabeth City, N. J., built in 1872.⁹⁸ The use of water coolers in rural schools was first indicated in the description of model plans in the 1874 New Jersey school report.⁹⁹

The purity of the supply of water for schools was first discussed in the 1874 report of the Massachusetts State Board of Health.¹⁰⁰ "Great vigilance," the report stated, "should be maintained to see that, under no circumstances, does the wash from the privy or sink work into the well, as it may do by indirect and hidden channels, or by surface drainage, with the result of making typhoid or dysentery prevalent among the children of the school." Two years later the Minnesota school report¹ contained a description of a simple filter for use in purifying the water supply for schools.

With the introduction of city water in school buildings came the use of water closets and also the danger of sewer gas through improperly trapped drain pipes. Lincoln² first discussed this danger. He pointed out that "the necessity of interposing some obstacle to the rise of gas from sewers, through soil pipes, into houses, has become generally known to the public." Lincoln described the use of the S-shaped bend in drain

pipes and stated that drain pipes should be easily accessible, in plain view, and protected by a single removable wooden boxing.

Clark, in 1880,³ introduced the principle that the well should be located at the point most convenient to the proposed building. Care should be taken, he stated, to see that the source of the water should not be contaminated by nearness to barnyards, graveyards, stables, sinks, drains, vaults, cesspools, or other nuisances.

The sanitary survey of the schools of Indiana, conducted in 1884,⁴ showed that, of 3,865 schools investigated, the source of water was from wells in 2,089 schools, from neighbors in 816 schools, from springs in 350 schools, and from cisterns in 546 schools. A total of 12 per cent of the wells had not been cleaned and in 362 cases the water supply was not considered safe. The survey of 1889⁵ showed that, of 3,137 schools investigated, 954 had a water supply considered impure and unhealthful.

The first definite standard with regard to the location of the well was set up in 1884 by Wright⁶ who stated that the toilet should be not less than 50 feet from the well. The Pennsylvania State Board of Health report for 1888⁷ increased the distance to 200 feet and stated that the water should be tested at the beginning of each school year for purity.

The campaign for the elimination of the common drinking cup was begun in 1891 by the Pennsylvania State Board of Health. The report for that year⁸ stated that "each child should have his own glass or tin cup for drinking purposes," and that in towns no towels or soap should be furnished because of the danger of spreading diseases. Five years later the Indiana State Board of Health, according to the annual report for 1896,⁹ passed the following rule: "School Commissioners, school trustees in cities and towns and Township Trustees shall provide small drinking cups, not to hold over a gill, buckets or pails to dip from are condemned, and reservoirs or tanks of ample size, having large, easy acting, free flowing faucets shall be provided. When water is drawn direct from public water pipes or pumps, reservoirs or tanks are of course, not required. Ample drainage facilities for waste water shall be provided, and the pupils directed to allow the cups to flow over when the water is drawn. Drinking cups shall be clean and sterilized daily."

Burrage and Bailey in 1899¹⁰ indicated considerable development in the principles governing water supply for schools. They highly recommended filtering the water used in city schools for, they stated, "in many large cities the public supply is polluted and dangerous to drink without being treated in some way." These authors also recommended the placing of washing facilities near toilets so that pupils would not be compelled to go outside, or up a flight of stairs in order to wash. After pointing out the dangers involved in the use of the common drinking cup, Burrage and Bailey described what they stated was the best improvement along this line, the sanitary drinking fountain. These fountains, they stated, were becoming fairly common in schools and were receiving almost universal approval.

By 1850, water for washing and drinking purposes was being provided in some of the larger city school buildings. At first such facilities were in the basement. By 1870, lavatories were being placed in wardrobes, classrooms, and corridors. The introduction of drinking fountains in 1872 did not find ready acceptance until after the intensive campaigns of state boards of health against contagious diseases in schools during the nineties. Water coolers, introduced in 1874, and the provision for individual drinking cups about 1890, together with increasing precautions to secure a pure water supply, are the outstanding developments for the period before 1900 for rural schools. Very definite standards are now set up for the construction and installation of drinking fountains and lavatory facilities and few modern school buildings are planned without adequate bathing facilities in connection with medical-inspection and physical-education programs.

⁸⁵Mann, Horace, "Supplementary Report on the Subject of Schoolhouses," *Life and Works of Horace Mann* (edited by Mrs. Mary Mann), Vol. 2, pp. 433-89. Lee and Shepard, Boston, 1891.

⁸⁶Barnard, Henry, *op. cit.*, p. 43.

⁸⁷*Ibid.*, p. 95.

⁸⁸*Ibid.*, p. 154.

⁸⁹Burrowes, Thomas H., *op. cit.*, p. 26.

⁹⁰"Plans of Schoolhouses in Norwich," *Barnard's Journal of Education*, 2:695-8, December, 1856.

⁹¹State of Ohio, *Fifth Annual Report of the State Commissioner of Common Schools to the General Assembly of Ohio for the Year Ending August 31, 1858*, pp. 148-53. Richard Nevins, Columbus, 1859.

⁹²"Lincoln School, San Francisco, Calif.," *Barnard's Journal of Education*, 24:561-4, October 15, 1873.

⁹³Shippin, Edward, "Hollingsworth School, Philadelphia," *Barnard's Journal of Education*, 24:605-11, October 15, 1873.

⁹⁴State of New Jersey, *Report of the State Board of Education and State Superintendent of Public Instruction for the School Year Ending August 31, 1872*, pp. 93-4. Murphy and Bechtel, Trenton, 1873.

⁹⁵State of New Jersey, *Report of the State Board of Education and the State Superintendent of Public Instruction for the School Year Ending August 31, 1874*, p. 55. William S. Sharp, Trenton, 1874.

⁹⁶City of St. Louis, "School Hygiene," *Twentieth Annual Report of the Board of Directors of the St. Louis Public Schools for the Year Ending August 1, 1871*, p. 115. Democrat Lithographing and Printing Co., St. Louis, 1875.

⁹⁷State of Minnesota, *Seventeenth Annual Report of the Superintendent of Public Instruction, State of Minnesota, for the Year Ending September 30, 1875*, p. 83. Pioneer Press Co., St. Paul, 1877.

⁹⁸Lincoln, D. F., "Sanitation of Public Schools in Massachusetts," *Ninth Annual Report of the State Board of Health of Massachusetts*, p. 236. Rand, Avery and Co., Boston, 1878.

⁹⁹Clark, T. M., *op. cit.*, pp. 8-12.

¹⁰⁰State of Indiana, "Sanitary Survey of Schoolhouses," *Third Annual Report of the State Board of Health of Indiana for the Year Ending October 31, 1884*, pp. 35-42. William B. Burford, Indianapolis, 1885.

¹State of Indiana, "Schoolhouses," *Eighth Annual Report of the State Board of Health of Indiana for the Fiscal Year Ending October 31, 1889*, p. 93. William B. Burford, Indianapolis, 1890.

²Wright, Daniel F., *op. cit.*, p. 225.

³State of Pennsylvania, "School Hygiene Addressed to Teachers," *Fourth Annual Report of the State Board of Health and Vital Statistics of the Commonwealth of Pennsylvania*, pp. 462-8. Edwin K. Meyers, Harrisburg, 1889.

⁴State of Pennsylvania, "School Hygiene," *Seventh Annual Report of the State Board of Health and Vital Statistics of the Commonwealth of Pennsylvania, 1891*, pp. 589-99. Edwin K. Meyers, Harrisburg, 1892.

⁵State of Indiana, "Special Rules Governing the Sanitary Conduct of Public, Private, and Parochial Schools in the State of Indiana," *Fifteenth Annual Report of the State Board of Health of Indiana for the Fiscal Year Ending October 31, 1895*, pp. 162-4. William B. Burford, Indianapolis, 1897.

⁶Burrage, Severance, and Bailey, Henry Turner, *op. cit.*, pp. 69, 80-2.

(To be Continued in June)

Measuring the Efficiency of the Business Department of a School System

Gerald M. Weller, Ed.D.¹

Mr. Superintendent and Members of the Board of Education: How efficient is your business department? If this question were raised either by yourselves or any one of a number of civic organizations, could you answer honestly and intelligently? It is a fair question at any time, and especially during these days when taxpayers demand full return for every dollar expended on school administration.

Whether you make the investigation yourselves or employ specialists in school surveys, the following phases of school management must be studied in detail: the organization and administration of the business department, payroll procedure, purchasing management, supply management, textbook management, property maintenance, property operation, equipment management, financial safeguards, insurance, transportation, cafeteria management, and laundry service.

The study of each one of the above fields of business administration requires gathering together information which will provide answers to a series of very definite questions. These questions have been assembled as a result of a careful study of many school surveys dealing with problems of school-business management in numerous school systems. If you care to determine the relative efficiency of your school-business department, see how it scores on the check list that follows.

A. Organization and Administration of the Business Department

1. Is there an organization chart showing the general plan of organization as well as administrative relationships in the department?
2. Are functions so unified and control so centralized that utmost efficiency and economy are possible?
3. Are functions of the various employees clearly stated?
4. Are there written rules and regulations governing the department?
5. Are central offices suitably arranged for handling of business affairs?
6. How do general expenditures for business functions compare with those of comparable cities?

B. Payroll Procedure

7. Are there definite salary schedules for all branches of the service?
8. Are all facts relative to salary schedules, salary reductions for retirement and absences, and salary payments printed for general inspection?
9. Is there a cumulative system of records and reports relating to all certificated and noncertificated employees?
10. Is there rigid accounting for substitute service?
11. Is there a printed form for the payroll sheet, and does it require the signature of each employee as evidence of having received a warrant or check?
12. Is the time report of principals the basis for issuing salary checks?
13. Are there sufficient mechanical devices so that the procedure is efficiently handled—addressographs, payroll calculators, check protectors, etc.
14. Is there provision for a payroll distributor showing allocation by function, type of school, and buildings?
15. Are there time clocks or other ways of keeping records of the time of employees?

C. Purchasing Management

16. What is the average cost of supplies per pupil in ADA, and how does it compare with that of other comparative cities segregated as to textbooks, instructional supplies, and janitor supplies?

17. Have standards for utilization of supplies been worked out, giving allotments per year per teacher and per pupil, and is purchasing consistent with such?

18. Does the central office have budgetary estimates based on a scientific analysis of need and accepted standards?

19. Are annual estimates checked with supplies on hand as shown by the annual inventory?

20. Is there a systematic yearly time schedule to be used as a guide in the purchase of supplies?

21. Have definite standards and specifications been prepared by experts for all materials and supplies to be selected?

22. Is there a classification system for supplies, and has the standard list been codified so as to show in the index numbers the grade, school, or department in which they are to be used?

23. Are supply lists so classified and standardized, and so worded in trade terms that manufacturers and dealers may know exactly what they are bidding on?

24. Is a check made on budget appropriations prior to issuing purchase orders?

25. Are there definite regulations concerning bidding? Are bidders' bonds required?

26. Is there a card index of vendors, giving all essential information?

27. Is there a purchase order register?

28. Are all transactions consistent with law and board rules and regulations?

29. Are all purchases made on regulation forms and in such manner as to insure legality of contract, prompt delivery and payments, and efficient management?

30. Is there a complete record of every transaction which is continuous and cumulative and which presents accurate knowledge regarding appropriations and expenditures, and bills outstanding?

31. Are invoices and supplies promptly checked by the proper individuals?

32. Is there a method of sampling and inspecting?

33. Is advantage taken of best possible terms and discounts?

34. Is there a distribution ledger to guarantee a fair distribution, showing to what school or department supplies have been issued, giving dates, quantities, and costs?

D. Supply Management

35. Is there a permanent and continuing system of stock-record accounting which readily shows at any time the quantity of supplies on hand, the quantity distributed, and where used?

36. Is there a central supply depot where supplies are stored systematically according to a definite plan?

37. If there is a central supply depot, is there a delivery system with regular delivery schedules?

38. Does each building keep a perpetual inventory and provide an annual report showing supplies on hand and those used?

39. Are there special requisition forms used to get supplies from storage or supplies to be purchased?

40. Does each school have a supplies schedule book so as to establish a systematic procedure for the requisitioning of supplies?

41. Are supplies in each school distributed by written order from the principal's office?

42. Does each school have a storeroom for books and supplies protected from theft and fire?

43. Is there an annual audit of the transactions of the supply department?

E. Textbook Management

44. Is there a definite procedure for determining budget requirements for textbooks?

45. Is there evidence of a plan of recordkeeping, requisitioning and accounting to assure adequate records, fixing of responsibility, assuring of yearly repair and an adequate inventory?

46. Is there a definite policy regarding damaged and lost books?

47. Are there records to show: number of books in use; condition of books; title, author, publisher, and list price; number of books purchased; books transferred or returned to storeroom; books rebound or reissued; books sold, lost, or destroyed; and final disposition?

48. Does the central office keep annual inventories and records showing date of receipt, date of distribution, and amounts distributed to different schools?

F. Property Accounting

49. Is there a property ledger kept in which there is an itemized property register for buildings, sites, and equipment, showing all capital values?

50. Is there an annual inventory of all school property and equipment so that the property ledger can be kept up to date, equipment can be insured against loss, and budgetary information for the equipment-maintenance program may be had?

51. Is depreciation and appreciation of plant computed annually?

G. Property Maintenance

52. Is there a periodic inspection of all plant elements to determine maintenance and replacement policies and to prepare a satisfactory repair budget?

53. Is there a check list used in determining the repair budget?

54. Is the repair budget based on a scientific study of maintenance work to be done to keep the property in maximum repair for efficient service?

55. Is there a repair register and maintenance data book and a property register, and are plans and specifications of each building on file?

56. Is the maintenance program so carefully planned in advance and plant needs so carefully estimated over a period of years that the percentage of average current expense does not vary more than 1.5 per cent?

57. Are repair materials of the type and amount determined to be necessary because of annual demand, purchased and stored for use?

58. Is there an organization for maintenance under responsible supervision?

59. Are there written lists of instructions where there are full-time maintenance men?

60. Are there proper maintenance forms such as work orders, job orders, time sheets, etc.?

61. Is there careful inspection of repairs before approval either by a building expert, maintenance foreman or building superintendent?

62. Is there a system of job cost cards or job ledgers and a comprehensive system of classification of work performed?

63. Are there records to show the status of each job and the relation to the work program of all work completed or under way?

64. Is there data kept on the maintenance cost per pupil in ADA and how it compares with costs in other comparable cities?

H. Property Operation

65. What is the cost of operation per pupil in ADA, and how does it compare with that in other comparable cities?

66. Are there written qualifications set up for the selection of janitors?

67. Are there personnel record cards kept for all janitors and engineers?

68. Is there a salary schedule for janitors, and how does it compare with those found in other comparable cities?

69. Have written lists of instructions been developed for janitors?

70. Is there a method of grading and promoting janitors?

71. Is the janitors' and engineers' salary schedule based on some unit such as floor area, of walks and grounds, or the relation of heating and ventilating to floor area?

72. Are there standardized allotments of work and standards of performance set up for janitors?

73. Is provision made for janitor-engineer training schools?

74. Is there proper supervision and inspection of janitorial and engineering service?

75. Are there standardized lists of janitor's sup-

¹Los Angeles City School System, Los Angeles, California. Counsellor, Venice High School.

plies based on exact specifications of quality needed?

76. Is there a method of standardizing the usage of such supplies?

77. Is there an annual physical inventory of operating supplies?

78. Is a monthly report required of all janitors and engineers?

79. Is there a definite policy as to repairs by janitors?

80. Are all meters checked at stated intervals?

I. Equipment Management

81. Is new equipment and replacement of old properly budgeted?

82. Is there a systematic inspection of old equipment?

83. Is all equipment properly marked with a permanent and fixed label for ready inventory and convenience in record?

84. Are there equipment record forms?

85. Are there standards and specifications for equipment?

86. Do equipment accounting records show:

a) Original costs by schools, department or kind of service rendered and unit costs in types of equipment;

b) Insurance and depreciation;

c) Responsibility and accountability for defacement, destruction, and loss;

d) Labor and material costs in repair;

e) A permanent inventory of all equipment so organized as to be most convenient for purchase checking and budgeting?

J. Financial Safeguards

87. Is there an annual audit of all school-district accounts and internal accounts by a firm of certified public accountants?

88. Is there a properly organized system of continuous internal auditing?

89. Are surety bonds required of all school officers handling school funds?

90. Are all invoices checked against goods received by responsible individuals?

91. If there is a petty-cash fund, is there a voucher system that is audited annually?

92. Are check protectors and other mechanical devices for safeguarding funds used?

93. Are banks in which school funds are deposited bonded, and are deposits insured against loss?

94. Are there printed periodical financial reports, statements, etc., to give full publicity on school finances?

K. Insurance

95. Is insurance carried by the district or in private companies?

96. If the district carries its own insurance, what is the status of the fund?

97. Are experts called in at specified intervals for purposes of appraisal?

98. Is the property appraised at periodic intervals?

99. Are careful records kept of the value of property insured?

100. What is the extent to which it is protected and how does this compare with accepted standards?

101. What is the relative cost of this protection?

102. Is there a definite policy as to the amount of insurance carried?

103. Is there a definite policy as to the kinds of insurance—80 per cent coinsurance, flat rate, or schedule rating, or a combination of these two last?

104. Is there evidence that a proper and systematic policy of inspection is carried on so as to eliminate hazards and secure reductions of rates?

105. Have all rating schedule sheets been examined and all unnecessary charges in the rates been eliminated?

106. Has the risk been so adjusted on buildings that the rate will be the most favorable so as to receive an optimum return on insurance money?

107. Are policy terms so staggered that approximately an equal amount of insurance comes due each year, making the budget contribute its proportionate share yearly?

108. Are there adequate forms of insurance other than that on property: automobile liability, boiler, earthquake, tornado, casualty, water, theft, lightning, etc.?

109. Are all policies secured from well-established stock or mutual companies who have been carefully investigated as to financial responsibility?

110. Is the distribution of insurance performed on a basis of standards set up for companies and an equitable method of allocating the amounts to different companies?

111. Is there an Insurance Register so adequate records are carried?

L. Transportation

112. Is there centralized control and fixed responsibility in the administration of transportation?

113. Are there adequate cost-accounting records including information as to unit costs on a basis of per pupil per mile, per bus mile, per seat mile, operating and maintenance costs, and transportation expense and bus-operation costs?

114. Is there an annual inventory and record of rolling stock kept?

115. Are there adequate records such as principal's monthly report, drivers' daily report, accident reports, daily record of head mechanic, stock and equipment record, tire record, parts and labor record, purchase orders, monthly and yearly contract records?

116. Is there a definite policy as to storage facilities for school busses?

117. Are all supplies under control of one responsible individual?

118. Is there evidence of properly planned school routes?

119. Are drivers bonded?

120. Is there adequate liability insurance?

M. Cafeteria

121. Is there an adequate system of accounting control to safeguard money and supplies?

122. Do accounts show the total true cost, including a rental or imputed interest on capital expenditures, replacement, and depreciation charge?

123. How do costs compare with those of comparable cafeterias?

124. Is the organization for the control and management of the cafeteria centralized in the office of the superintendent?

125. Are there proper safeguards for health, and is suitable service provided?

126. Is control organized for maximum service and not for profit?

127. Is the cafeteria manager especially trained for the work?

128. What proportion of total current expenditures is that for food? (Should be 60-65 per cent.)

129. What proportion of total current expenses are salaries? (Not over 24 per cent.)

130. Is the equipment satisfactory?

N. Laundry Service

131. If the school district maintains and operates its own laundry, are there adequate records for cost accounting kept, including proper accounting for all overhead expenses?

132. What is the unit cost of operation? Is it low enough to warrant the district engaging in this type of service?

Palo Alto's School-Health Program

The California school code makes it the duty of school trustees to give diligent care to the health and physical development of pupils. In response to this requirement, the Palo Alto board of education has, under the direction of Dr. Charles E. Shepard, local health officer, prepared a health program.

A part of the program addresses itself to the teachers in the preservation of health of the school environment. It provides the following instructions:

1. *Heating.* Classroom heating should be adjusted and maintained between 68-72 degrees F.

No pupil should be allowed to sit in direct draught from the heat source or from opened doors or windows. It may be advisable to appoint a pupil monitor to supervise the regulation of the heating.

2. *Lighting.* Classroom lighting should be adjusted so that pupils do not have to face direct or reflected glare, so that lighting comes over either the right or left shoulder with a minimum of shadow and a minimum of glare on desk tops. Blackboards should not be used at times when reflected glare is present. Study of classroom lighting and its adjustment by means of an illuminometer is recommended.

3. *Ventilation.* Direct draughts upon pupils should be avoided. During recess and activity periods the windows and doors should be opened to admit fresh air and to clear the room of odors and accumulated water vapor.

4. *Seating.* No pupil should be seated at a desk which gives insufficient space between desk and thighs in the erect sitting position, nor so large that less than fifteen inches is present between desk top and eyes in the erect sitting position. For very short pupils, stools may be advisable. Pupils with known vision or hearing defects should be seated near the teacher's desk. Pupils who are sneezing or coughing or who have nasal discharge, but who are not ill enough to be excluded should be seated in front seats or in vacant rows, whenever possible, in order to reduce the danger of spread of infection to others. Proper desks should be provided for left-handed children.

5. *Clothing.* Pupils should not be permitted to sit in a normally heated classroom with heavy outer clothing, with rubbers, or overshoes, or with wet feet.

6. *Convalescents.* Pupils returning to school after illnesses should be excused from activity periods and should remain in classrooms properly wrapped during these periods. They should be watched closely for premature fatigue.

7. *Study Habits.* Pupils should not be permitted to develop study habits which bring their eyes nearer than fifteen inches from papers, nor should such paper be at an acute angle with the horizontal plane of vision. Pupils who persist in these habits should be referred to the school nurse for vision tests.

8. *Posture.* When studying, pupils should sit erectly in their seats with both feet on the floor, with the lower back almost perpendicular and with shoulders slightly forward, and with both arms resting on the desk. When standing, pupils should stand erectly with the weight borne chiefly upon the ball of the foot, with shoulders back and head up. It is advisable to call in the teacher or supervisor of physical education from time to time to emphasize these points with the pupils.

9. *Cleanliness.* A regular inspection of hands and finger nails will encourage pupils to practice more regular habits of hand washing and nail care. Pupils should be urged not to put fingers, hands, and pencils into the mouth, and should learn to cough or sneeze into handkerchiefs. These measures cannot be emphasized too strongly in the prevention of the spread of infectious diseases.

Discovering Deviation from Health

The teachers are also told to observe symptoms on the part of the pupils which will demand attention, as follows:

1. Any departure from the normal physical behavior or activity of the pupil.

2. Appearance of acute fatigue—"wilting" or "drooping" or drowsiness.

3. Pallor or "pale, drawn expression."

4. Flushed face or feverish appearance.

5. Abnormal excitability, irritability, or "tearfulness."

6. Complaint of headache or dizziness.

7. Nausea or vomiting.

8. A rash or skin eruption of any kind.

9. Running nose—sneezing, "sniffing," or constant cough.

10. Mouth breathing.

11. Hoarseness or complaint of sore throat.

12. Red or "running" eyes.



GENERAL EXTERIOR VIEW, JAMESTOWN HIGH SCHOOL, JAMESTOWN, NEW YORK
Beck and Tinkham, Architects, Jamestown, New York.

The New High School at Jamestown, N. Y.

F. P. Rogers¹

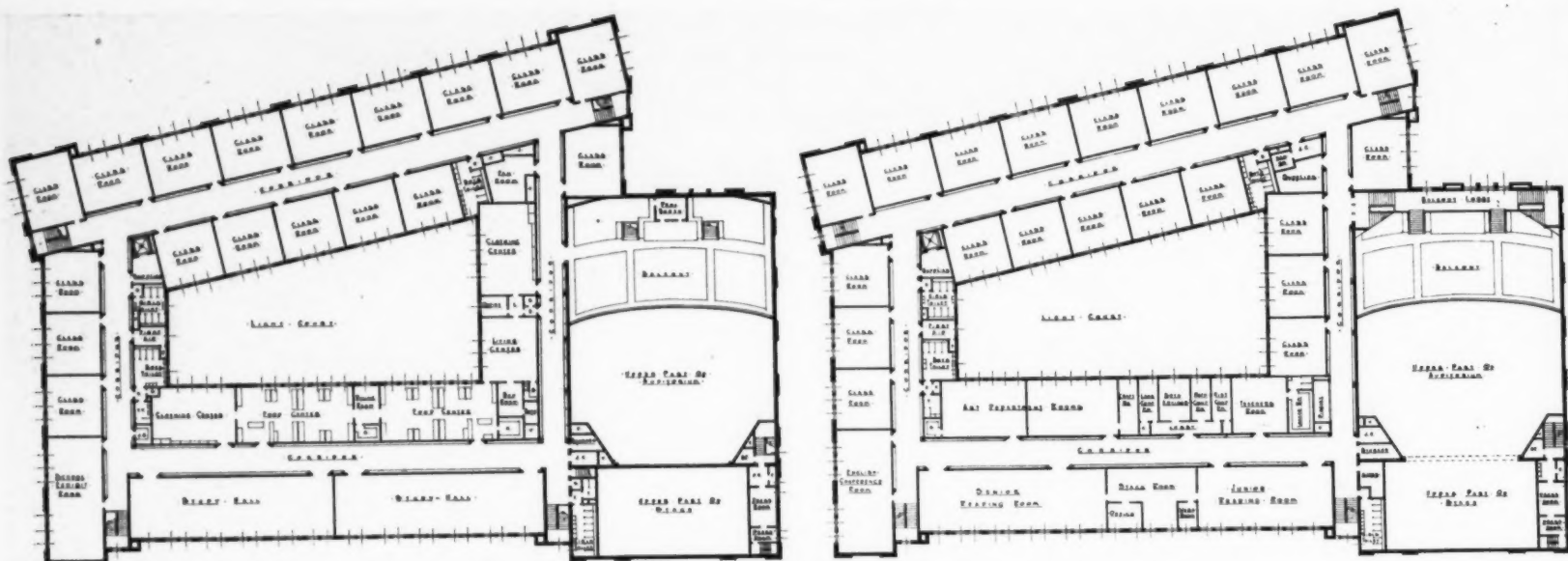
The Jamestown High School, Jamestown, New York, built to accommodate the last three years of a high-school curriculum, has a student capacity of 2,300. The site upon which the building is located was formerly occupied by a central high school and is situated very near the geographical center of the city. The plot is irregular in shape and slopes away sharply to the south, but is level on the north, the principal front. The building was planned for this irregular, sloping site, by grouping the classrooms around a court, with the auditorium, the gymnasiums, and the music department placed on the east. The industrial-arts departments have been located in a separate building still farther to the east, and directly adjacent to the music department, which forms a one-story connecting unit between the industrial-arts building and the high school proper.

The building has been designed throughout in a simple, modernistic style in which the broad pediment, and the piers between the window groups, provide a balance for the vertical emphasis given the mullions between the windows. The classroom section forms one motif of the design, and the main entrance in the central section of the group is emphasized by the use of terra cotta. The auditorium group produces a separate motif, and the lobby entrance is treated in a manner similar to the main entrance. Brick, which is the primary facing material, consists of a buff-and-gray range of smooth-faced brick. The base course from the grade to the window sills is of sandstone, and the trim above this point is terra cotta.

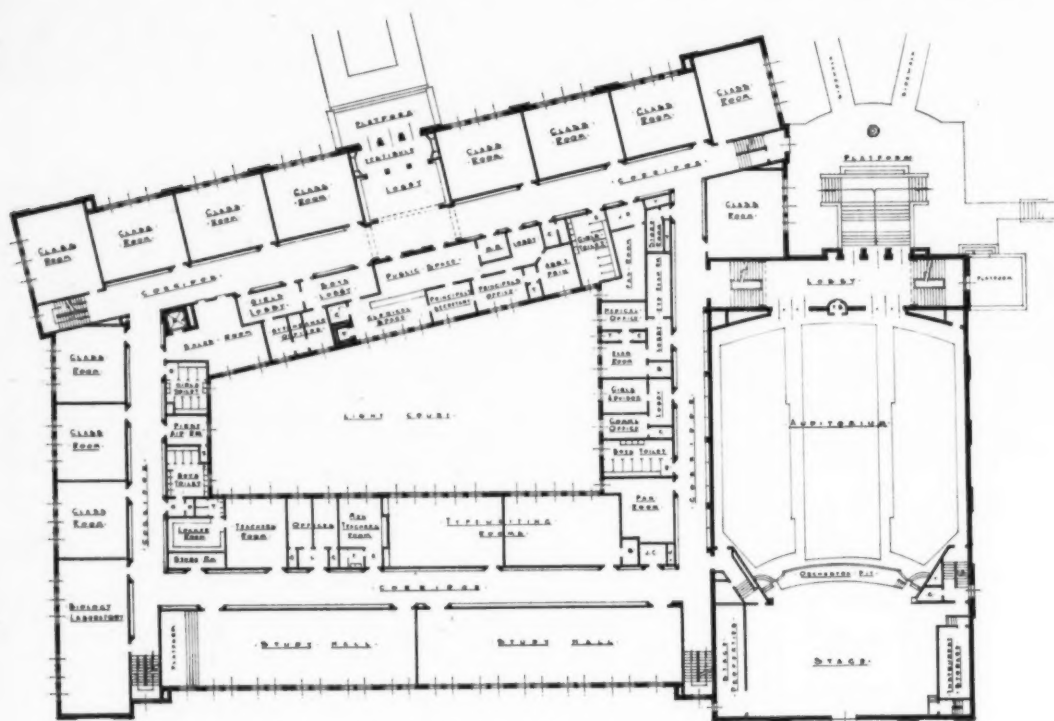


LIBRARY, JAMESTOWN HIGH SCHOOL, JAMESTOWN, NEW YORK

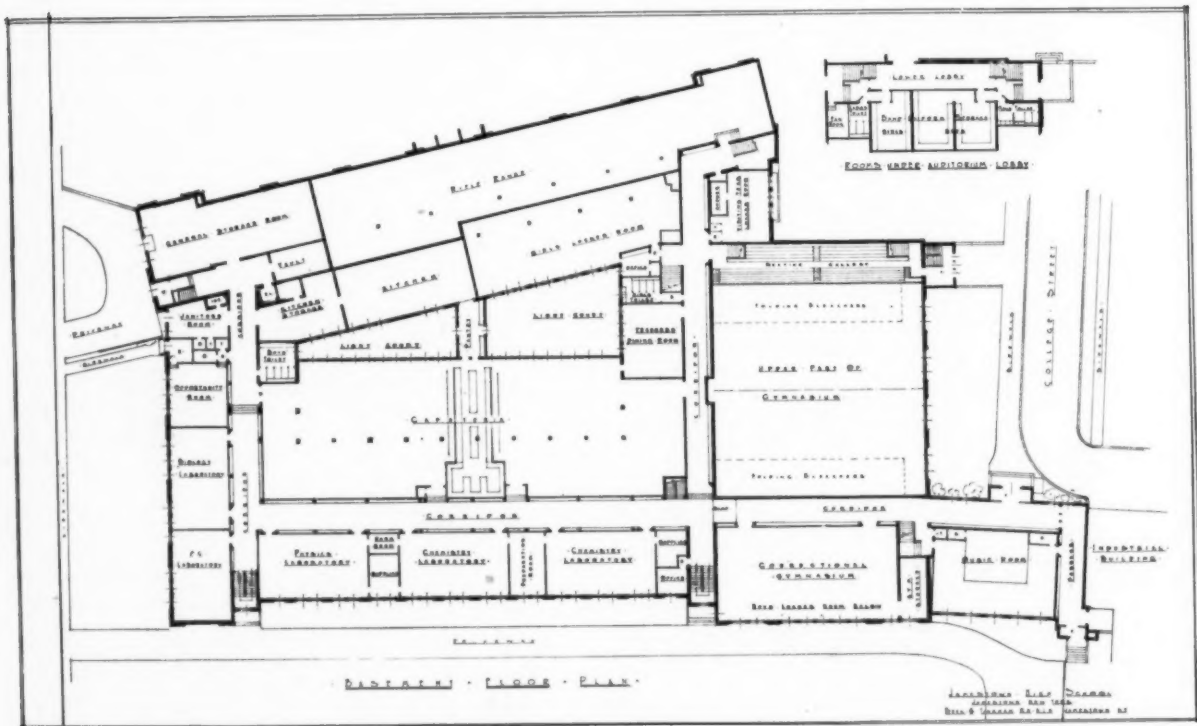
¹Secretary, Jamestown Board of Education.



THIRD AND SECOND FLOOR PLANS, JAMESTOWN HIGH SCHOOL, JAMESTOWN, NEW YORK
Beck and Tinkham, Architects, Jamestown, New York.



FIRST FLOOR PLAN, JAMESTOWN HIGH SCHOOL, JAMESTOWN, NEW YORK
Beck and Tinkham, Architects, Jamestown, New York.



BASEMENT FLOOR PLAN, JAMESTOWN HIGH SCHOOL, JAMESTOWN, NEW YORK
Beck and Tinkham, Architects, Jamestown, New York.

The Main Building

The north front of the building above grade provides for three floors. Because of the sloping site, there are four floors above grade on the south elevation, with a fifth or subbasement floor about a third above grade. This subbasement floor which is limited to an area on the east, is used for the main gymnasium and the boys' locker room, and a small section in the southwest corner is used for a steam and mechanical-equipment room and a recreational room, 22 by 49 feet.

The basement floor is entirely above grade, except along the north. This excavated space is occupied by a rifle range and a general storage room. The school cafeteria, the kitchen, and the necessary storage rooms serving it are placed in the center of the basement. The cafeteria has a seating capacity of 800, and the service equipment placed in the center will divide the space into two sections, one for boys and one for girls. A separate dining room for the teachers is provided adjacent to the girls' dining section. Corridors extend around the cafeteria on three sides. The science department which is located across the corridor to the south, extends halfway along the west corridor. The remainder of this section consists of rooms for receiving supplies, and an opportunity room for the training of mentally retarded students.

In the east group is located the gymnasium, 80 by 80 feet, which may be divided into boys' and girls' gymnasiums by a folding partition. Folding bleachers are provided on the north and south walls, and an additional seating gallery is placed on the north, providing seating for 1,000 persons. A small correctional gymnasium is located across the corridor to the south of the main gymnasium group. The girls' locker room is placed on the north of the court, and the showers are grouped along one wall in combination with dressing booths, so that groups of four dressing booths serve two showers.

Beyond the correctional gymnasium to the east is the music room, 32 by 48 feet, which contains stepped staging on three sides. In conjunction with this department, storage rooms are provided at the front of the music room, as well as a dressing room for the chorus. A stairway leads from the music room to the stage of the auditorium directly above, and to the choral dressing rooms below. The musical directors' office is placed on an intermediate level between the stage and music room. The auditorium stage, which is also used for band rehearsal, has adjacent rooms to provide for instrument storage. The dressing rooms for the band are located in the space under the rear of the auditorium provided by the sloping floor construction.

The Auditorium

The auditorium which is placed directly over the large gymnasium, has a seating capacity of 1,080 on the main floor and 550 in the balcony. As the



GENERAL EXTERIOR VIEW, INDUSTRIAL-ARTS BUILDING, JAMESTOWN, NEW YORK
Oliver R. Johnston, Architect, Jamestown, New York.



SEWING ROOM



ELECTRIC SHOP

JAMESTOWN HIGH SCHOOL, JAMESTOWN, NEW YORK



AUTO-MECHANICS SHOP, INDUSTRIAL-ARTS BUILDING, JAMESTOWN, NEW YORK

auditorium will be used by the community as a whole, it has been designed and equipped as a little theater. There is no natural exterior lighting, but artificial lighting is utilized entirely. The lighting above and under the balcony is provided with extra circuits to intensify the light as desired, so that the seating in these sections may be used for school purposes. Alternate seats are provided with book-rest arms which may be dropped when not in use. The stage itself is completely equipped for dramatic productions, either by school organizations or community groups. Property storage and dressing rooms are provided on three levels at the side of the stage. The orchestra pit has direct access to the stairs leading to the music room.

The auditorium, the gymnasium, and the music-department sections, which will be used by the public and for extracurricular work, may be easily separated from the classroom group by the use of folding gates placed at the corridor openings. Because of the sloping site, direct street entrances and exits are provided for all these departments.

The administrative offices are located on the first floor, opposite the main entrance to the classroom group. The attendance and medical offices are also placed on this floor in close relation to the administrative offices. Study rooms and a library group are provided on the three floors to the south. Two study halls are located on both the first and third floors; the library group, consisting of a stack room and two reading rooms,



CHEMISTRY LABORATORY, JAMESTOWN HIGH SCHOOL.



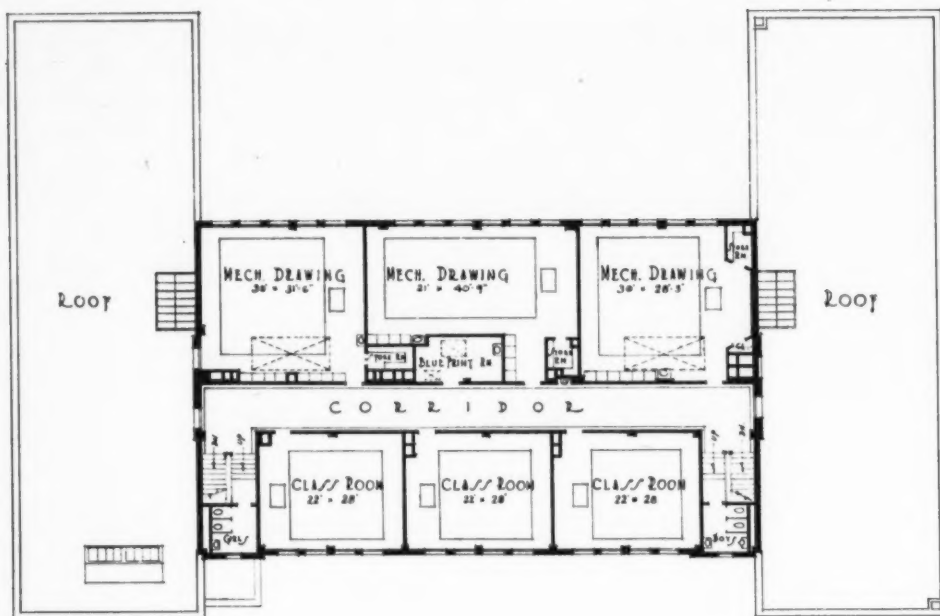
MACHINE SHOP, INDUSTRIAL-ARTS BUILDING.



COOKING ROOM, JAMESTOWN HIGH SCHOOL.

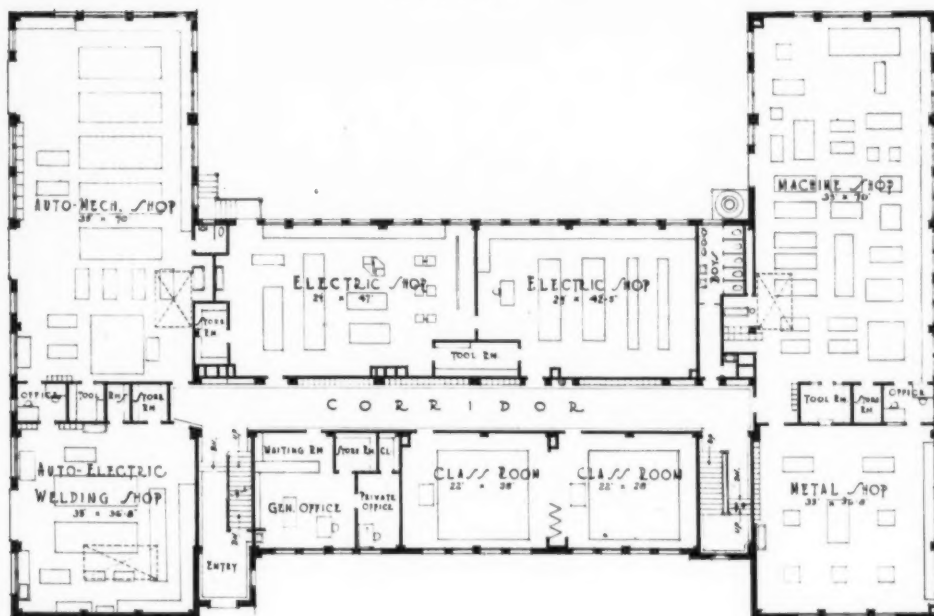


OFFICE PRACTICE ROOM, JAMESTOWN HIGH SCHOOL, JAMESTOWN, NEW YORK



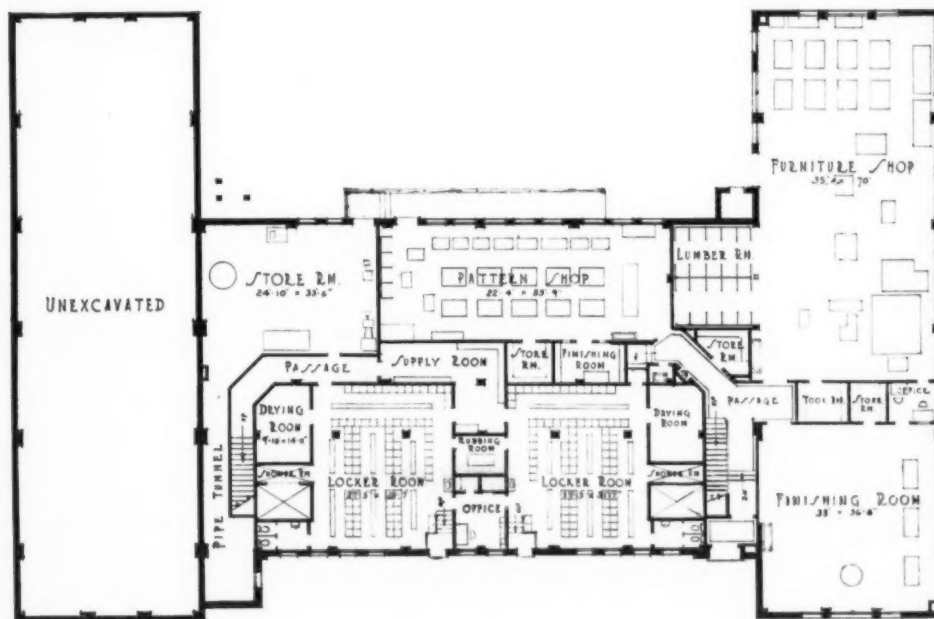
SECOND FLOOR PLAN

SCALE 1/8" = 1'-0"

OLIVER R. JOHNSON ARCHITECT
610 FENTON BLDG. JAMESTOWN, N.Y.

FIRST FLOOR PLAN

SCALE 1/8" = 1'-0"

OLIVER R. JOHNSON ARCHITECT
610 FENTON BLDG. JAMESTOWN, N.Y.

BASEMENT PLAN

SCALE 1/8" = 1'-0"

OLIVER R. JOHNSON ARCHITECT
610 FENTON BLDG. JAMESTOWN, N.Y.SECOND FLOOR, FIRST FLOOR, AND BASEMENT PLANS, INDUSTRIAL-ARTS BUILDING, JAMESTOWN, NEW YORK
Oliver R. Johnson, Architect, Jamestown, New York.

is on the second floor. One of the study halls on the first floor contains a raised platform, and is used as a general purpose room. The remainder of the space in this three-story section is devoted

primarily to class recitation rooms and to the commercial, art, and home-economics departments. The home-economics department is grouped on the third floor. It consists of two large cooking

rooms, which are divided into unit kitchen groups, two sewing rooms, and a demonstration group of rooms consisting of a living center, dining room, bedroom, and bath.

(Continued on Page 70)



EXTERIOR VIEW OF FRONT, HAMDEN HIGH SCHOOL, HAMDEN, CONNECTICUT
R. W. Foote, Architect, New Haven, Connecticut.

Organizing the Hamden High School

John Lund, Ph.D.

Introductory

The problem presented to the "organizer" of the Hamden High School in January of 1935 was a most challenging one. Here was a community which had always depended upon high-school facilities provided by the neighboring city of New Haven. Tuition and transportation charges in 1934 amounted to \$147 per pupil. The New Haven high schools were overcrowded and operating on double sessions. Despite the very excellent quality of educational opportunity provided in New Haven, sentiment among residents of Hamden crystallized over a period of years into a determination to maintain a school which would be Hamden's very own. Federal aid was granted, plans were drawn, the contract awarded, and the building well on its way toward completion.

This was the picture when the invitation came to organize the new school. Fortunately, valuable assistance had been rendered in the formulation of building plans by Dr. Clyde M. Hill of the Department of Education at Yale University and by N. S. Light and Paul J. Collier of the Connecticut State Department of Education. The problem of the "organizer," broken down, divided itself into three major divisions: policy, personnel, and equipment. This article will concern itself briefly with progress under each of these up to the time of the opening of the school on September 16, 1935.

The Organizer Outlines His Plans and Hopes

A school-board member banged his fist on the table and then shook it under the nose of the

school superintendent who had just reported on the percentage of failures in the high school. "I'm a manufacturer," he roared. "In my business I demand one hundred per cent efficiency and I get it. You, Mr. School Superintendent, are the manager of a big business. We look to you, sir, for efficiency and, blankety, blank, we are going to get it."

The school superintendent, a mild but courageous soul with a sly sense of humor, smiled and looked his challenger in the eye. "Let's see," he said, "you are a manufacturer of kid gloves are you not?" "Yes, sir!" was the reply snapped back at him. "Well, my good friend," drawled the superintendent, "you overlook one fundamental difference between your business and mine. In your business as a manufacturer of kid gloves, you can pick your kids; I can't." That broke up the meeting.

The most fundamental fact which education must face is the fact of individual differences. The outstanding weakness of secondary education as we have known it and have been subjected to it, has been its unwillingness or inability to face that fact.

The Traditional High School

The traditional modern high school still clings to a philosophy, largely college dominated and dictated, which says in effect that the high-school program is well standardized to prepare for college or for business; that, while it is free to all, it does not or cannot offer opportunity for all; that it is essentially a selective program, screening out those who cannot profit from its limited offerings.

To date the limit of our concession to the needs of the great mass of youth who have stormed the portals of the American high school during the past two decades, has been to set up a threefold program which can be described briefly as follows:

1. Courses preparatory to further educational or professional training.
2. Courses preparatory to vocational activity in business (mainly stenographers in business offices).
3. Courses born more or less in desperation to occupy the time of the so-called "nonacademic" pupil who today makes up a full 50 per cent or more of our high-school enrollments. These courses have all too frequently served to perpetuate the ineffectiveness of the very group they aim to serve.

We have recognized the fact of individual differences and then attempted to escape from it by setting up certain, largely fictitious, "types" or "classes" of individuals and then somewhat half-heartedly we have developed programs to meet these "type" or "class" needs.

The manufacturer of kid gloves in our story has a relatively simple problem. He can and does classify his raw material into two definite types or classes; namely, "firsts" or "seconds." It can't be done in education. The time has come when we must stop trying to do it.

Hamden's Opportunity

The organization of the new Hamden High School offered a golden opportunity to break with tradition in secondary education and to make a direct frontal attack upon the problem of provid-



THE FLEXIBILITY OF THE ACADEMIC CLASSROOMS OF THE HAMDEN HIGH SCHOOL, HAMDEN, CONNECTICUT, IS VASTLY INCREASED BY THE USE OF SLIDING DOORS BETWEEN ROOMS AND THE USE OF FURNITURE WHICH MAY BE EMPLOYED BOTH AS DESKS AND LECTURE-ROOM CHAIRS

ing a high-school opportunity for all the children of high-school age in terms of the great diversity of needs, interests, and aptitudes which they present. Our task was essentially one of making Hamden education democratic in the very best sense and meaning of that much-abused term.

Any other approach to the problem seemed to us essentially un-American and undemocratic. I refer to oft-repeated assertions that high-school educational opportunity should not be offered to all; that tuition should be charged, or that so-called "fitness" examinations be set up; that the program should be made more rigid and elimination more ruthless.

In making such assertions or suggestions we are simply trying to dodge the facts of life as they are in America in 1936 and as they promise to be in the future. Some of these facts, briefly, are these: The percentage of all children 14 to 18 years of age attending our high schools is fast approaching 100 per cent. Legislation is progressively raising the age of compulsory school attendance. Industry makes less and less of a demand for the hours of youth labor. The use of increasing leisure for all becomes a problem of major importance. Increasing complexity and pressure of social and economic problems call for greater and greater intelligence of leadership and of follower-

ship. Life in America becomes even more and more an adventure. Ultimately it will be an adventure in education.

A Statement of Purposes

In setting up our programs, procedures, and opportunities in the Hamden High School we have tried to recognize these facts and these issues. Our approach to every problem has been in terms of service to all pupils. Briefly, our purposes may be summarized as follows:

1. To discover and to serve individual needs.
2. To encourage some development of a wide range of abilities and interests—artistic, social, mechanical, economic, as well as academic.
3. To give very definite encouragement to the discovery and development of special talents.
4. To give emphasis in all of our procedures to the element of "learning" by pupils, rather than to "teaching" by teachers. To encourage and stimulate the growth of pupils in learning and thinking independently. To develop, therefore, an atmosphere and a spirit of activity rather than of passivity. Class attendance will, therefore, be less and less an occasion for "reciting" things "learned" out of a book. They will become more and more opportunities for group discussion of things dis-

covered; for working out problems together; for doing things as well as talking about them.

5. To stimulate and encourage intelligent behavior on the part of pupils by expecting it and recognizing it, and by placing upon them all of the responsibility which they can carry as they grow in power of self-discipline and maturity.

First Steps

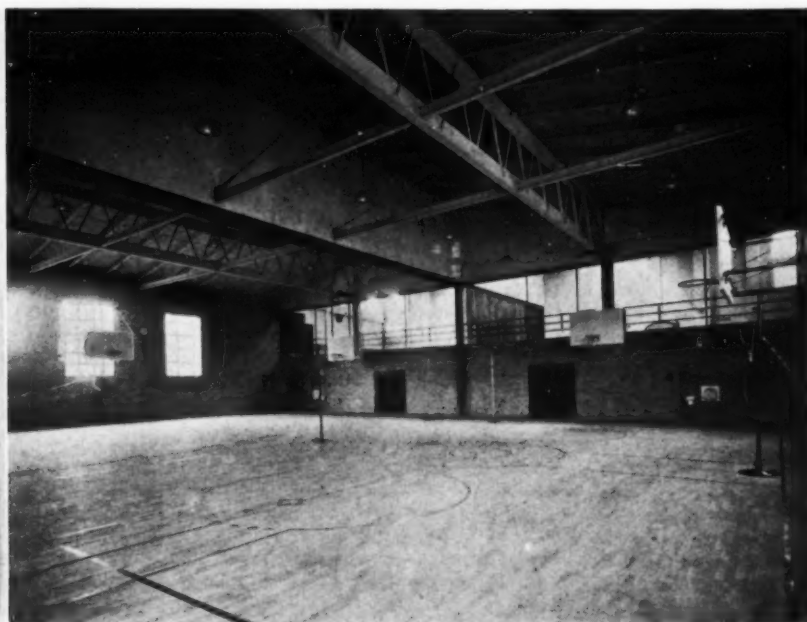
In order that we might approach a realization of our purposes we have definitely attempted to do two important things:

First, we have tried to bring together a staff of teachers who are well trained and sufficiently experienced to give some assurance of professional competence. We have placed a premium in our selection upon qualities of originality, creative ability, balanced judgment, and independent thinking. The staff has been challenged to co-operative endeavor in working out the many problems suggested by our statement of purposes. Their response during this period of preliminary organization has been the most thrilling experience which has come to us in nearly two decades of administrative and supervisory service. Young enough, all of them, to have vision and enthusiasm and capacity for work, and old enough to maintain balance and preserve a sense of values. We look to them to furnish leadership and inspiration to adolescent youth in this community. We look to the citizens of Hamden and to the mothers and fathers of our students to give to these teachers the support and appreciation which are so essential to the success of any such enterprise; remembering always that education is a co-operative responsibility, a part of which only has been delegated to the school. Home, school, and community must work hand in hand for the best results.

The second thing which we have tried to do to help make our purposes effective, is to provide the necessary tools for pupils and teachers. In setting up the equipment we have stressed three things; flexibility, simplicity, durability. Classroom seating, for example, with its combination of conference tables and chairs, stresses informality, opportunity for work, both individual and co-operative. Nothing but the best, and only that which can be used effectively, has been our watchword. A library equipped for research, classrooms that will be workshops as well as forums for discussion, laboratories, shops, stage, gymnasiums, all challenging youth to do something about it.

The School Plant

Colonial in style, modern in structure and appointments, the Hamden High School is of fire-proof construction throughout. Containing 2,208,956 cubic feet, it was built at a cost of 28 cents per cubic foot. The outstanding structural feature, which means most in the day-to-day use of the building, is the acoustical treatment of all corridors and rooms. A happy throng of 1200 boys and girls move about, laugh, chat, and work with no more noise or confusion than is found in the well-ordered home.



HAMDEN HIGH SCHOOL, HAMDEN, CONNECTICUT

The auditorium is treated formally in the Colonial style.

The gymnasium, which is used for large groups, is supplemented by exercise rooms on a level with the second floor. The space is also used for balcony seating during basketball games.



HAMDEN HIGH SCHOOL, HAMDEN, CONNECTICUT

Top Left: Typical classroom fitted with tables and chairs.

Top Right: The cafeteria. The serving room connected with the cafeteria is entirely enclosed so that the latter may be used for large extracurricular groups.

Middle Left: Typical classrooms fitted with desk chairs.

Lower Left: The general shop.

Middle Right: A physics laboratory.

Lower Right: An art classroom.

No attempt will be made here to describe the detailed arrangements of corridors, rooms, and areas provided for the many types of activities that go on in this school. The photographs and diagrams tell this story better than paragraphs of text. We are interested here in the provisions which have been made for student activity.

The main building with its three floors houses all classroom and laboratory facilities. The entire south side of the first floor is devoted to home-

making and the arts. The two art rooms suggest in every detail of appointment and equipment the possibilities of beauty and utility in effective combination. Here are no serried rows of "art" tables with a teacher directing a group at work in unison. Instead, we find worktables and easels arranged in studio fashion. Groups and individuals will work at once in many mediums on varied projects. Ingenious cabinets for storage and display, screens for background, hangings and decorations all to-

gether summon students to the challenge of beauty of color and form in all departments of everyday living.

Two rooms devoted to foods and clothing again carry their message of beauty. The foods laboratory provides five unit kitchens, each with its range, cabinets, worktables and built-in sink, done in metal, finished in ivory and stainless steel, clean, beautiful, and efficient.

Adjacent to these rooms we find space for a

nursery school and open-air terrace for training in child care. From here through a short corridor we enter a model apartment with its opportunity to learn much of home management, meal preparation and service, entertaining, formal and informal; a social center in which is brought together all that is learned in foods, clothing, decoration, and management.

Typical Rooms

Now let us move on to visit one of the many typical classrooms to be found on all three floors. Light and ventilation are all well controlled through large windows equipped with venetian blinds. These, superior to the conventional shades, admit all the light without glare. Here again we note the absence of rows of desks and seats screwed to the floor. Instead, we find sturdy conference tables, usually eight in number, arranged in many ways, dependent upon the kind of activity that goes on.

The U or hollow-square formation seems most popular. Flexibility, ease of movement, informality, all are served as students and teachers work together. These rooms are workrooms rather than recitation halls.

On the second floor, serving groups working in English, languages, the social studies and the sciences, we find a large and well-furnished library. This room accommodates 125 students comfortably. Workrooms and conference rooms complete the unit.

On this same floor we find two study halls, doubled in size through the use of folding partitions. One of these has been equipped with the ingenious Deskor Chair. Here 80 pupils find desk space for study. Here also with quick adjustment we can seat 160 on auditorium chairs, for glees and choruses, small meetings, etc. Close the folding partitions and we have two conventional classrooms. Here we have flexibility with a capital F.

On the third floor we find the science laboratories, well equipped for experiment and lecture. Here also are housed the commercial-education activities, typing, bookkeeping, banking, office practice, all equipped for work in the same spirit of informality and flexibility.

The Rear Wing

Moving downstairs again, we come to the main lobby. This lobby extending from building entrance to auditorium will soon carry on its walls, beautiful murals depicting episodes in the history of Hamden.

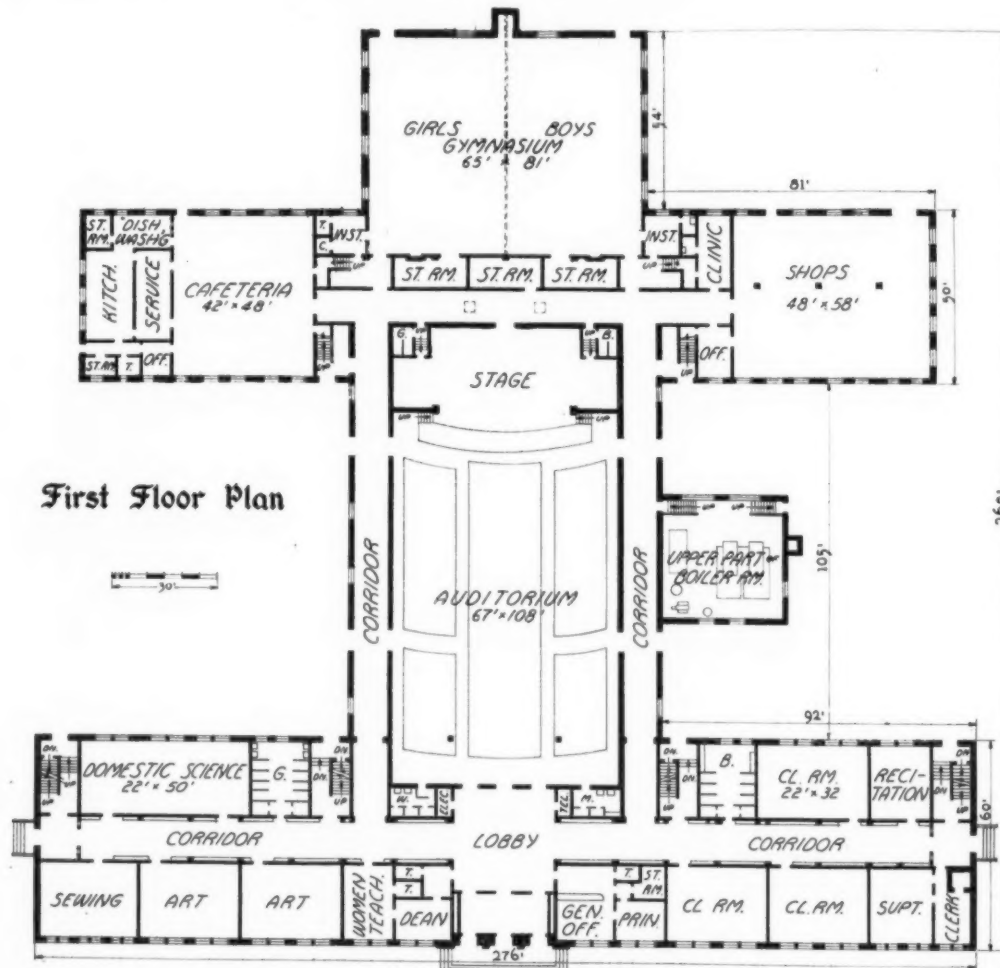
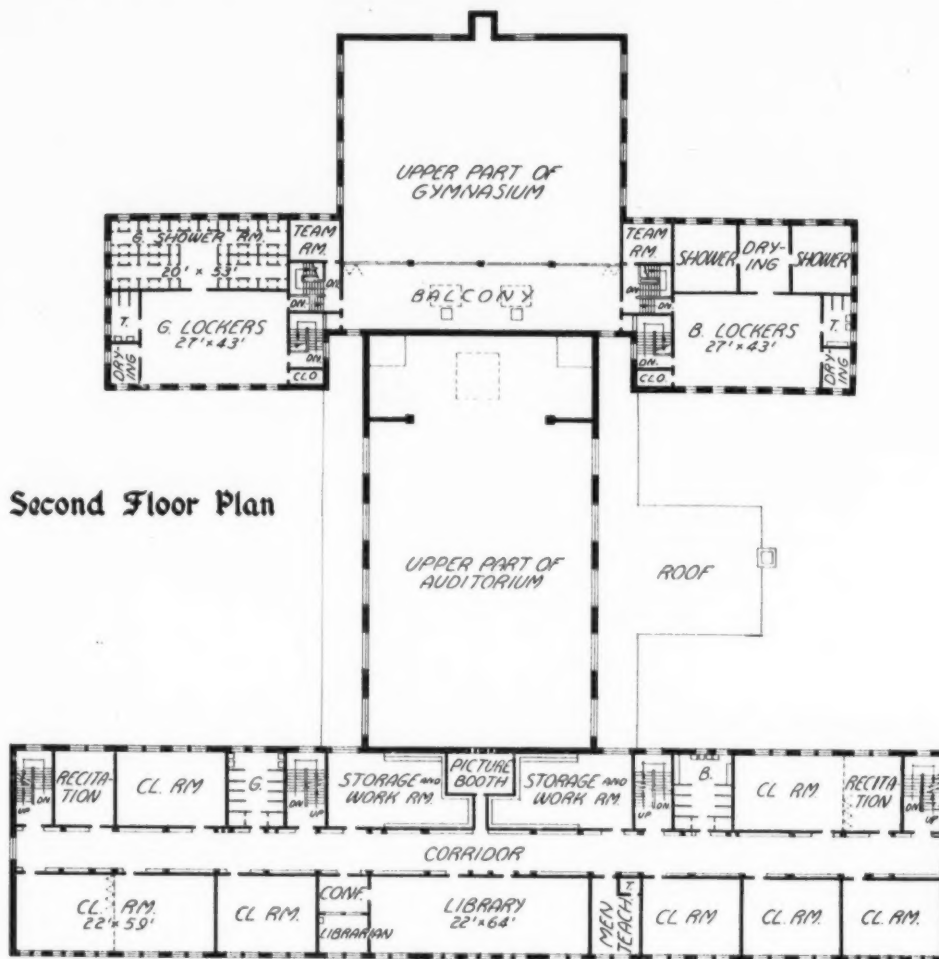
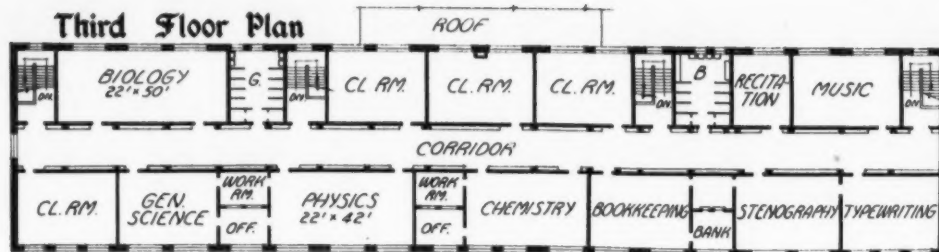
The auditorium, seating nearly 1200, with its balcony and sloping floor to stage, is effective in its simplicity and beauty.

We reach the rear wing of the building through ramped passages on either side of the auditorium. Here we find at the southern end a spacious cafeteria dining room with accommodation for 500 students. Shut off by doors from the service counter and kitchen, this room is used for study during all periods before and after lunch. The kitchen and service unit is well equipped for feeding all students in three lunch periods. All working surfaces are finished in monel or stainless steel. The most modern equipment is provided for all operations incident to food preparation and service. Coming back to the center of the rear wing we find two large gymnasiums separated by a folding partition. Spacious galleries may be inclosed with folding doors for corrective gymnastics, social dancing, band practice, or may be thrown open to spectators when exhibitions are held on the gym floor. Adjacent to these galleries on either side are ample facilities for locker rooms and showers.

In the north portion of the rear wing we find the shop facilities. These are housed in a large, well-lighted area partitioned off into three units, housing equipment for mechanical drawing, woodwork, metal, automobile, and electrical work. Finishing rooms and toolrooms complete the picture.

We should mention also the individual steel lockers for students, built in on both sides of the main corridors on all floors. Flush with walls and ventilated, they provide ample facilities for all students. Contents are protected by combination locks.

In this description of the school plant we have mentioned only the high spots of arrangement and appointment. The complete picture can be had only through a visit to the building. Registration and student guide service is at the disposal of all visitors. We welcome your interest and are happy to extend our hospitality.



FLOOR PLANS, HAMDEN HIGH SCHOOL, HAMDEN, CONNECTICUT
R. W. Foote, Architect, New Haven, Connecticut.

What School Boards Should Demand of Teachers' Colleges

Dr. C. E. Hagie¹

Under the traditional American form of government society depends upon its elected representatives to provide just, sane, and adequate laws under which our civilization may go forward. Occasionally the American people allow, for a short time only, some ward boss or headstrong governor or president to lead them around by the ears and tell them arbitrarily what they *must* do regardless of the constitutional laws of American Democracy. Always, in the long run, the elected representatives of the people have insisted upon and got what they consider to be for the best interests of the American people. Our remarkable progress in education during the past hundred and fifty years is the finest tribute possible to the intelligence and courage of the men and women elected by the thousands of communities throughout our land to determine the course of education as members of local school boards.

Without minimizing the importance of the work done by educational associations, PTA's, state departments of education, professional school administrators, and teachers colleges, the key position in all educational progress is held by the school-board members who determine the policy and supply the authority for everything that is done in the name of education in America. Membership on a public-school board in the United States is the greatest trust that any community can confer upon its most public spirited citizens. And, likewise, such membership offers the greatest challenge that can come to the individual for it carries with it the shaping of American culture, for no one knows how far into the future. Civilizations rise and fall as a result of the philosophies perpetuated and promulgated through their educational systems.

For nearly thirty years I have participated in the activities of educational associations in their attempts to influence educational legislation, sometimes unquestionably for the better — and sometimes, as I have thought, through selfish motives, for the worse. I have reached this conclusion that their *direct* efforts have had very, very little effect upon the course of educational events, whereas their *indirect* influence may have been tremendous.

Getting Educational Legislation

In the matter of getting educational legislation enacted, I should expect much more from the active support of a dozen prominent school-board members of the state than from all the memorializing, petitioning, and lobbying by a paid representative or interested parties, representing the organized teachers of my state. It seems logical to me that if we, as teachers and administrators, can't sell our ideas of what we think education should be, to our local school boards who are interested in education, that we have either fallen down miserably on the job or that what we have been advocating needs re-examination.

Some of my profession may profess to marvel that teachers as a class have not been accorded more consideration by the public generally than they have — that they do not enjoy more social and political prestige. I am inclined sometimes to marvel that they enjoy as much prestige as they do, everything considered. Our laws make it possible for almost anyone to get a certificate to teach. A lot of the least ambitious drift into teaching rather automatically. It requires less preparation, usually, than any other calling

that even borders on "professionalism," and the college graduate who is below par for the other intellectual callings is looked upon in many quarters as preferred stock as a teacher because of the four years of schooling above high school. We seem to take for granted in America that teaching is just a convenient parking place between school and matrimony; a philosophy that would not be tolerated on the other side of the Atlantic and should not be tolerated by any society interested in its own advancement. Then, too, if young persons of either sex can't get into the liberal-arts colleges or can't make a "go of it" at the university, they are usually welcome at the normal school or teachers college.

Responsibility of School Boards

Who is to blame for the condition that now exists? Certainly the teacher is not, for she has met all the requirements that have been laid down for certification. Who then should be shouldered with the blame for this notorious condition? I realize that school boards are very reluctant to assume any responsibility for the situation, and I know that 90 per cent of you will insist upon employing only the very best teachers available, without regard to race, religion, or political considerations. However, you must concede that you are the regularly chosen guardians of free, tax-supported public education in your community and in your state. If you accept this position, it follows that you are also the only ones whose real business it is to see to it that pressure is brought to bear for the enactment of state and national laws which will safeguard and promote the welfare of education. If you believe it to be true, as I contend that it is, that the individual teacher is the all-important factor in the educative process, then it is your business to agitate within your community and your state for laws that will guarantee the availability of better and more permanent teachers.

Leading countries of Europe long since recognized that those who were to be prepared as teachers must be carefully selected by the state for that particular purpose and assured tenure against petty individual prejudices. Some have gone so far as to bear, at state expense, all the costs involved in the education of those selected to be prepared for teaching, requiring in return only the pledge to give at least ten years to the service of the state as teachers.

Is there any reason why the guardians of American education should not make specific demands of state university departments of education, state teachers colleges, and state normal schools that they prepare teachers in such numbers only as are likely to be placed and that they set up some selective process to guarantee that only the very highest type of young persons can gain admission? Of course such a practice would close down some of our surplus normal schools or necessitate their conversion into junior colleges, insane asylums, hospitals, or other agencies of public use which should result in additional blessings to society.

How to Get Better Teachers

Having supplemented a public-school superintendent's career with eight years devoted to state-teachers-college work, I have been stimulated to do a great deal of thinking on this problem of how to get better teachers for the children. A couple of years ago I published, through the United States Office of Education, under the title, *Selective Admission to Teacher*



JOHN J. ALLEN, JR.

President, California School Trustees Association, Oakland, California

President Allen, of the California School Trustees Association, has long been a figure of importance in school affairs in northern California. Born in Oakland in 1899, his entire life has been spent in that community. Upon completion of schoolwork in Oakland, he entered the University of California where he obtained his A.B. degree in 1920, and later graduated from the School of Law. He immediately began the practice of law in Oakland. In this, he followed in the footsteps of his father, Judge J. J. Allen, who was for many years district attorney of Alameda County.

In 1923, Mr. Allen was elected a member of the board of education of Oakland, a city of some 300,000 inhabitants. He has served continuously on this board since that time, and was for four years its president. These years have seen rapid growth in school population, necessitating the frequent remodeling of buildings, and the addition of many new buildings, in all of which activity Mr. Allen has taken an active part. His broad civic-mindedness is attested by his membership in the several local fraternal and civic organizations.

John Allen commands the confidence of citizens as well as school people, and is a convincing public speaker. Kindly, generous, and broad-minded, he is always at the service of the citizens in his community.

Preparation, the results of a nation-wide survey to ascertain just what was being done to actually select a high type of individuals to educate for the teaching profession. I found only three institutions that seemed to be making a really conscientious effort to admit only the most desirable young people, measured by the qualities which most of us assume to be necessary in superior teachers. It is a tragedy that most of those responsible for the policies of our state teachers colleges are more interested in counting students' noses for statistics to present periodically to their legislature than in safeguarding our children through their teachers. Many of them frankly admit the fact. For this reason it would seem that the elected guardians of public education must take the lead in destroying the time-honored practice of drag-netting for students by the "teacher-factories."

If my recommendations were to be followed out, it would involve two things. First, it would be necessary to determine, approximately, the number of new recruits that would be needed annually (not a difficult thing to do), then enforce a limitation on enrollments, not permitting other than state agencies to prepare certificated teachers. Second, it would be necessary to set up machinery for the selection of the students to be admitted for educating as teachers. I am convinced as a result of my study that this could best be done by requiring in every high school that students be rated on personality factors as well as scholarship, for it is generally agreed that success in teaching is very largely a matter of personality.

(Concluded on Page 80)

¹Superintendent of Schools, Aurora, Illinois.

School Administration in Action

Supervised School Study vs. Home Study

W. E. Rosenstengel, Ph.D.,¹ and Charles Turner, B.S.²

In spite of the fact that extensive attention has been given during the past few years to the problem of home study, scarcely any effort has been made to determine the extent to which achievement in subject matter is dependent upon home study. An effort made in one of the Birmingham, Alabama, elementary schools to measure the value of home study has resulted in the following statement: "In terms of the data in this study, it seems there is nothing to be gained, by way of achievement in requiring elementary school pupils to study at home."³

During the past year an interesting experiment was carried on in the Columbia, Missouri, elementary schools, which brought to light a few interesting facts concerning the ever-present problem, "Shall Elementary Pupils be Required to do Homework?"

The purpose of the study was to ascertain the difference in achievement of pupils of like

ability when one group was taught by the supervised-study method and the other group was expected to make some preparation at home. A control group of 26 pupils of the sixth grade were paired with an experimental group of like ability. Chronological age, mental age, and educational age were considered in making the pairings. An index number was found for each pupil by dividing the sum of his mental age and educational age by 2 and dividing this quotient by his chronological age. In most cases the indices of pupils paired were identical, and in no case were there more than a three-point difference in the indices.

The mental ages of the pupils were measured by the Detroit Alpha Intelligence Test and the educational ages were measured by the Modern Achievement Test. Both groups were taught by the same teacher. The subject matter was two units of health work. The tests, one for each unit, used for measuring the results were teacher-made objective tests. The tests were administered at the beginning and the end of each unit; that is, test number one for unit one was administered to both groups as a pretest to unit one and administered again to both groups at the completion of the unit of work as the final check-up. In like manner, test number two was administered to both groups as a pretest and a final check-up.

After the pretest was given, the assignment was made. Guide questions and activities were given to each individual of both groups for the unit of work. The control group (the group which did homework) had the same length of recitation or class period as the experimental group (the group which did no homework). The experimental group had a 15-minute supervised study period at school which the

control group did not have. The control group was to do this work at home. The major part of the recitation or class periods for both groups was used for discussion, activities (performing health exercises), and oral reviews. The teacher endeavored to handle both groups alike with the exception of the supervised-study period for the experimental group and the homework for the control group. The experimental group had the same work to do in the supervised-study period as the control group had to do at home. No accurate check-up was made upon the amount of time the control group studied at home. It is known, however, that much homework was attempted and completed by the group as certain written projects were turned to the teacher by the pupils.

Table I shows the different pairs of students, their indices and the scores made by the different individuals on the pretest and final check-up test over each unit. In the column headed "total gains" is shown the total amount gained by each student on the two tests.

There was a possible score of 50 points on the test for unit one and 35 points on the test for unit two, or a total of 85 possible points on the two tests. No student made a perfect score on either test.

The sum of the points made by the control group on the two pretests was 865, and the same group made a total of 1,547 points on the final check-up tests. This made a gain of 682 points or 30.8 per cent. The experimental group made a total of 795 on the pretests and 1,660 points on the check-up test, a gain of 865 points or 39.2 per cent.

The median gain on both tests by the control group was 26.5 and 36.5 for the experimental group. The average gain made by the control group was 26.2 while the experimental group made an average gain of 33.3.

Conclusion

1. The experimental group (the group which did no homework) made a greater average gain on the two units of work than the control group (the group which did homework). The experimental group averaged 7.1 points or 8.6 per cent more gain than the control group.

2. The results from this experiment would tend to indicate that elementary students would profit more by having supervised study than doing homework and no supervised study.

The Trustee Looks at the Administrator

Ada M. Patten¹

While it may seem true on the surface of things that there are thousands of well-qualified men and women in the teaching profession who are unemployed, from the trustees' standpoint, to find just the right individual for a certain position is not the simple matter it may seem.

In this day when we have become conscious that the child learns nearly as much by example as by precept, and when we have come to realize the momentous influence the teacher wields in shaping the life of the child, we expect a great deal more from the teacher than just the ability to impart factual knowledge. This may seem a big order, but it must follow, then, that these new demands will eventually elevate the teaching profession to a still higher plane of human achievement. In the new code of things, the teacher should be what we expect the child to become. Is it surprising, then, that there are too few "good" teachers to go around, and that hiring a teacher or administrator is an arduous task which is not simplified but only complicated by the abundance of applicants.

Just what does a trustee look for in a teacher or an administrator? Some insight into the answer to this question may be given by relating the experiences of a Union school board composed of five members (of which the writer is one) in hiring a principal.

Picking a Man

Bona fide credentials, of course, must receive first consideration. In this respect it does not always follow that the best-recommended applicant secure the position. In one case we received such outstanding papers regarding one young man that we agreed at once that a man of his ability would not long remain in a country community. I suppose that back of this was the feeling that this unusual applicant would use the position we had to offer only as a temporary steppingstone to something he considered higher.

"Personality," whatever that term implies, no doubt plays a large part in the selection of a candidate. One applicant, a physically fine specimen of young manhood, came well recommended, but the members of the board unanimously agreed that he had no "personality." In this case there seemed to be a lack of initiative or "wide-awakeness." He

TABLE I
The List of Students with Index Numbers and the Scores Made on Unit Tests and Gains on Each

Students	Index	Unit One			Unit Two			Total Gain on Two Units
		Pre-Test	Final Check-up	Gain	Pre-Test	Final Check-up	Gain	
C1	126	17	39	22	25	32	7	29
E1	126	11	38	27	20	33	13	40
C2	125	19	44	25	22	31	9	34
E2	125	32	39	7	20	34	14	21
C3	117	20	36	16	23	26	3	19
E3	117	12	39	27	16	34	18	45
C4	113	24	46	22	18	25	7	29
E4	113	23	47	24	14	34	20	44
C5	112	9	35	26	5	25	20	45
E5	112	10	33	23	13	29	16	39
C6	110	8	38	30	22	25	3	31
E6	109	15	38	23	12	32	20	43
C7	108	22	41	19	25	29	4	23
E7	108	13	36	23	15	28	13	36
C8	103	19	34	15	17	24	7	22
E8	103	10	39	29	19	32	13	42
C9	102	13	32	19	27	30	3	22
E9	104	13	38	25	21	33	12	37
C10	101	9	47	38	14	23	9	47
E10	103	15	37	22	11	25	14	36
C11	100	17	33	16	17	28	11	27
E11	99	19	45	26	11	22	11	37
C12	100	13	41	28	27	29	2	30
E12	99	19	37	18	27	29	2	20
C13	100	12	38	26	23	27	4	30
E13	99	12	39	27	22	33	11	38
C14	99	14	28	14	21	23	2	16
E14	99	13	39	26	19	33	14	30
C15	98	7	40	33	10	19	9	42
E15	98	16	32	16	24	32	8	24
C16	96	14	39	25	19	20	1	26
E16	96	10	32	22	17	32	15	37
C17	93	14	29	15	19	20	1	16
E17	93	7	28	21	14	29	15	36
C18	90	11	23	12	16	19	3	15
E18	91	20	25	5	18	25	7	12
C19	90	14	32	18	13	23	10	28
E19	92	3	42	39	19	32	13	52
C20	90	23	25	2	22	28	6	8
E20	92	12	28	16	19	31	12	28
C21	90	9	18	9	17	23	6	15
E21	90	15	36	21	21	31	10	31
C22	89	15	43	28	16	28	12	40
E22	91	13	38	25	15	25	10	35
C23	81	11	21	20	21	26	5	25
E23	81	12	26	14	10	26	16	30
C24	76	23	44	21	21	30	9	30
E24	75	9	30	21	8	24	16	37
C25	71	6	25	19	15	21	6	25
E25	74	19	26	7	7	21	14	21
C26	68	15	17	2	12	17	5	7
E26	65	14	16	2	16	18	2	4
Totals	C	378	898	520	487	649	162	682
	E	367	903	536	428	757	329	865
Median	C			19.5				26.5
	E			22.5				36.5
Average	C	14.5	34.5	20.0	18.7	24.9	6.2	26.2
	E	14.1	34.7	20.6	16.4	29.1	12.7	33.3
Percent of Gain	C			39.8			17.8	30.8
	E			41.2			35.1	39.2

* C - Students in control group.

E - Students in experimental group.

¹Clerk and member of the Board of Education, Orcutt, Calif., Union School District.

did not seem the kind of person who could inspire his teachers to enthusiastic performance of their work.

It is difficult not to relegate some of the applicants into classes or types. There was one chap whom we promptly dubbed the "salesman." He carried with him a long printed list of his qualifications topped with a very smart photograph of himself. We all agreed that as a salesman he, no doubt, would be a huge success, but we were not looking for a salesman.

The "professional" type is one that the trustee usually avoids. This is the highly polished individual who feels that his diploma has made him a member of a sacred order set apart from all others and should therefore receive due homage. The trustee, at least, has learned that success in teaching is something that follows in the path of service, and that there is little serving to be done up in the intellectual clouds when you are dealing with present-day youngsters. However, this class of person is rare in our age of keen competition.

The Patronizing Candidate

This same competition, however, sometimes tips the scales in the opposite direction and subjects the interviewer to certain artifices resorted to by the applicant who is overeager to make a good impression. One young man, who had evidently seen a great deal of the world, felt that he was dealing with small-town people and so wanted to impress them with the fact that he could come down to their level, a very laudable desire if not overdone. This young man's technique was to dash out to the garage or wherever the board member happened to be and to heartily shake his hand, convincingly explaining that next to teaching or administering schools there was nothing the candidate would rather be doing than repairing automobiles. Which perhaps might tempt an employer to feel that such a handy man would be good to have around, but again a trustee does not hire a mechanic when in need of an administrator.

There is one thing that is very difficult for the applicant to conceal from the experienced interviewer, whatever his verbal protestations might be. That is whether or not he has a natural love for children, an important qualification, lacking which no man or woman should ever aspire to success in the teaching profession.

This hiring problem, however taxing, is not without its humorous side. Once, with credentials sent from the registrar's office, came a note not intended for the school board. It read something like this: "Dear Registrar: I hear that — district is to hire a principal. I sure need the job. Make my recommendations as strong as you can."

Another time, we received a wire from an applicant some two hundred miles distant, stating that if we would guarantee a refund of money spent for mileage he would come to interview the board.

The selection of a candidate, however, is a serious business. No normal person who has spent the day interviewing many earnest, eager, and in a certain sense well-qualified men and women can help but feel more than a little heartache that there are not sufficient positions to go around. Undoubtedly many worthy teachers and administrators are out of employment through no fault of their own.

Here, let me say, that school trustees dislike to hire a man or woman who has left another school because of some disagreement. They figure, perhaps a bit severely, that it takes two to create a situation which results in personal feelings between employer and employee. Not necessarily implying that the employer is always right, but a professional man's best weapon against the small frictions that inevitably arise in human relationship, is his ability to hold no malice. This sometimes is bitter medicine, but it pays.

The Final Choice

It must be admitted that the personal tastes of the individual members of the school board also figure in the appointment of a new member of the school staff.

In our selection of a principal we finally boiled the matter down to two candidates, both apparently fine men. One was a dignified, scholarly, middle-aged man and the other I shall term a "getter," a peppy young man with rather definite ideas about how a school should be governed.

When the time came for voting, two board members cast their ballots for one candidate and two for the other. The fifth member seeing that the others were evenly and firmly divided refused to vote. The meeting was adjourned without an appointment.

A week later we met again, and at the suggestion of the senior member of the board, seeing that no compromise was possible, we cast out the first two men and again picked up the applica-

tion of the man who held third place on the list, the man who perhaps had unconsciously impressed us more favorably than any of the other fifty applicants. He was a man of 34, with a good scholastic record, not at all spectacular, and was what I term "just an ordinary human being." He had an innate love for children, and a mind open to the forward movement in educational fields. He was unanimously elected, and we have not been sorry.

The School Janitor and His Work

Alice C. Fuller

When a superintendent, or principal, is engaged for a school of any appreciable size, the school board naturally delegates to him the responsibility of overseeing the housekeeping of the building, and in a general way at least, the responsibility of supervising the work of the janitor or janitors. As some superintendents and principals have a somewhat hazy notion of what a good janitor should be required to do, as well as of what may be expected in the way of good school housekeeping standards, the results are sometimes otherwise than could be desired.

Janitors are human, and it is quite to be expected that they will work along lines of least resistance. Good results are only obtainable when they have a standard of service to live up to, and when they are given definite instructions for the daily and weekly routine of cleaning, etc.

In a western city a dissatisfied board member decided to make out a schedule for the janitor just as she would make out one for a housemaid. All the janitors were asked to observe the schedule, and the results were good beyond belief. Only one janitor rebelled. He was one of those whose attitude toward his work had made the board member realize that a definite plan was necessary. He didn't propose to follow any silly plan that some women worked out just to keep him working all the time. Women weren't janitors, and they didn't know anything about janitor work anyhow.

The remainder of the board stood solidly back of the plan of the woman member which they had approved. Mr. Janitor was given his choice to follow the plan outlined, or he could quit. So sure was he that he would be recalled on his own terms, because no other self-respecting janitor would accept the job under the circumstances, that he quit. But another man was willing to do the work the way the board wanted it done, was engaged, and is after three years still employed in the same school. The schedule follows:

DAILY WORK:

- I. *Sweeping:*
 - a) Inside of building:
 1. All floors
 2. Under teachers' desks
 3. Under radiators
 - b) Out of doors:
 1. Steps, porches, railings, walks
 2. Rugs, mats, etc.
- II. *Washing and Scrubbing:*
 - a) Toilet floors
 - b) Washbasins
 - c) Stools and urinals
 - d) Drinking fountains
 - e) Lunch tables and benches
 - f) Bannisters (with damp cloth)
- III. *Dusting:*
 - a) Students' desks
 - b) Teachers' desks
 - c) Tables
 - d) Woodwork
 - e) Chalk troughs
 - f) Erasers (after erasing boards thoroughly)
 - g) Piano
 - h) Casts and cases
 - i) Chairs
 - j) Radiators
 - k) Shelves
 - l) Laboratory equipment
- IV. *Ventilation:*
 - a) Toilets
 - b) Classrooms
 - c) Halls, etc.
- V. *Temperatures:*
 - a) Have rooms at desired temperature at 8 a.m.
 - b) Same maintained until 5 p.m., or as long as work is going on
- VI. *Janitor's Personal Habits:*
 - a) Tidy appearance
 - b) Courteous and helpful to all

WEEKLY WORK:

- I. *Washing:*
 - a) Glass in doors, twice each week
 - b) Glass in windows
 - c) Mirrors
 - d) Glass in cupboards
- II. *Mopping and scrubbing:*
 - a) Toilet floors
 - b) Kindergarten floors
 - c) Cement floors
- III. *Temperatures:*
 - a) Building heated sufficiently over week-ends to insure proper temperature Monday morning
- IV. *Special:*
 - a) Blackboards thoroughly cleaned
 - b) Erasers thoroughly cleaned
 - c) Inkwells cleaned and filled
- V. *Dusting:*
 - a) Woodwork
 - b) Doors
 - c) Window casing and baseboards
- VI. *Tidying:*
 - a) Storerooms:
 1. Wiping up floors
 2. Dusting shelves
 3. Straightening disarranged materials, etc.
- VII. *Cleaning (indoors):*
 - a) Furnace room
- VIII. *Cleaning (out of doors)*
 - a) School grounds

MONTHLY WORK:

- I. *Mopping and Washing (or oiling):*
 - a) Corridors
 - b) Stairs
 - c) Desks (furniture polish)
 - d) Railings on bannisters
 - e) Window sills
 - f) Wastepaper baskets
 - g) Transoms

VACATION WORK:

- I. *Washing and cleaning:*
 - a) Brass and glass fixtures
 - b) Pictures
 - c) Floors — extra cleaning and treating
 - d) All woodwork and furniture — thoroughly cleaned
 - e) All windows and skylights — inside and out (four times a year — summer vacation, October, Christmas holidays, spring vacation)
 - f) Radiators — four times yearly, as above
 - g) Walls and ceilings — summer vacation

The schedule was posted in the hall of the school building. Any teacher having a complaint to make on the way the work of her department had been done, had merely to make a check mark in spaces provided for this purpose, and add the number of her room. Either the janitor or the principal of the building could inquire about the complaint without having any disturbances made about it.

If there were too frequent complaints, the principal was required to make a report to the board. But with a definite schedule and a willing and conscientious janitor in each building, this necessity never arose.

In the above schedule, there seems to be plenty of work to keep the janitor busy, but there is nothing unreasonable in the requirements, and if he is a full-time janitor, paid by the month or year, he is expected to put in all the time necessary to keep his plant in the best of condition.

Misfits in High School

It is not kindness to keep boys and girls uselessly at school when they would be usefully employed in industries for which they are suitable. Work also is education and, in such cases, it is often the best education.

The elimination of these misfits would relieve the situation in the high schools; the curriculum could be restored to what it should be, and credits could be reserved for those who have really earned them. Among the applicants for college, a much higher standard of preparation would be generally possible. — John L. Tildsley, N. Y.

THE AMERICAN School Board Journal

EDITORS:

WM. GEO. BRUCE



WM. C. BRUCE

Maintaining Administrative Precedents

THE difficult times through which the schools have been going during the past five years have afforded endless opportunities for letting go of well-considered principles and practices in school administration.

It has been extremely easy, when no public body was certain of its economic position, to circumscribe the powers of the superintendent of schools and of the school-business executives, or at least to infringe upon them in important professional and technical matters. Even where great care and prudence have been exercised, the advances which had been made since the nineties for the improvement of the professional administration of the schools have been broken down in some respect by inconsiderate acts dictated by the "emergency." Mayors and city councils have been allowed to interfere in school affairs, and pressure groups of citizens have been listened to in overlooking rules and regulations and even in voting on non-emergency current matters. Hardly a city can be found in which the school boards have not broken down at least some of the practices of administration built up on carefully considered experience and thoroughly tested principles.

The employment of teachers is typical of the breakdown which has occurred in some cities in the proper relations of school boards and their executives. Even though there have been available great numbers of trained and experienced candidates, there has been an enormous increase in the practice of hiring young and inexperienced local girls on the recommendation of friends and influential individuals. All this has happened in spite of the increased difficulties of teaching due to the lengthened school day and shortened school terms, and the increase in sizes of classes.

What has just been said about employment of teachers applies also to breakdowns in business methods of school districts—the employment of architects through favoritism, interference in budget-making, lowered standards in the selection and purchase of textbooks, and equipment, etc.

The fact that we are in a depression and are unable to continue the liberal post-war expenditures for school purposes does not mean that the board-of-education member is any more competent to judge in professional matters than he ever was. It is here distinctly the job of the superintendent of schools to insist upon his prerogatives and to fight for the maintenance of proved procedures and techniques in all professional and business matters which come before the boards. If costs must still be cut it is distinctly the superintendent's job to recommend to the board the modifications which are necessary in order to bring expenditures within income. And it is more than ever the duty of the board of education to insist that the superintendent shall justify fully to the reasonable and reasoning membership of the board his proposals for maintaining and expanding programs, for budgets and salary schedules, etc., to the end that the schools will provide for the children a well-balanced education and the essential values for which the schools should stand.

There is hardly a school system in which economic conditions have not improved to the point that emergency measures should be scrapped for well-considered progress in education. There is not now any excuse—and there never was in the darkest days of '32 and '33—for permitting individual school-board members, city officials, or pressure groups to interfere with the functions and duties of the professional superintendent or of his subordinates. More than ever, the board of education must limit itself and its administration acts to legal and well-tested methods, placing responsibilities and duties where they belong and insisting that every school officer shall come

through with greater efficiency than ever he did in the careless decade after the war. The board which sticks to policymaking and insists as it legally must upon passing intelligently upon all recommendations of its professional executives, will have its hands full. Nor will it be in danger of becoming a rubber stamp.

School Surveys and What Follows

ANNOUNCEMENTS have appeared in the public press that an exhaustive survey of the schools of New York State is under way. Both the cost and the character of education offered in the schools of the state are coming under the cold scrutiny of experts. At least two years will be required to complete the study, and its expense to be met by a grant of the General Education Board, will run to \$500,000.

In comment upon the news reports the New York *Sun* in an editorial says: "It is a rare day that does not bring news of at least one survey affecting public education. Usually the reports are bound in thick volumes, placed on library shelves and promptly forgotten, while the conditions 'surveyed' continue as usual."

There can be no doubt that there is some truth in the statement here made. Many boards of education, actuated by the spirit of progress, have brought to their service a complete analysis of the school system over which they preside. In order to plan a program of any kind, either as to the enlargement or rehabilitation of the school plant, or departures in the instructional service, a survey becomes a most needful and serviceable instrument.

A survey not only brings to the surface the weakness and shortcomings which may attend a school system but may also bring into service comparative data and figures which provide new, close- and long-range aspects and viewpoints. It is sometimes well for school officials to see their own school system in the light of other systems. Comparisons are usually quite illuminating.

The thought frequently advanced that reports on school surveys remain unheeded documents which are soon forgotten, is not altogether correct. There are surveys and surveys, conclusions and recommendations. While the studies may be exhaustive and the conclusions illuminating, it does not always follow that all of the recommendations are either practical, feasible, or wise. Again, local conditions may make it impossible to carry out the several suggestions which have been advanced.

The approach to a comprehensive survey of a school system indicates a readiness to face the revelations which may result in unpleasantness and criticism. Sometimes a report is surcharged with trouble. But no survey is undertaken without the determination to profit thereby. Once a survey report is before the school authorities it remains to carry out the recommendations contained therein, providing these are practical and feasible, and come within the range of hard sense and sound judgment.

Executive Board-of-Education Sessions

THE question of executive sessions, as applied to boards of education, has, in recent years, been subjected to considerable discussion. Sharp criticism has frequently been voiced by newspapers against a school body that have deemed it necessary to transact some of its business behind closed doors. At times, too, newly elected school-board members whose inexperience has not permitted them to reach conclusions from personal experience have argued against executive sessions.

The question of open or closed sessions has recently come under discussion in Boston where the executive sessions or conferences of the school committee are held under the following rule: "Sessions of the school committee shall be open, but the school committee may at any time by a four-fifths vote, go into executive session. It shall, however, pass no votes in executive sessions." The five members of the school committee, the superintendent of schools, the business manager and the secretary of the board attend these conferences.

The proposal was made that rules be abolished, whereupon the Boston *Herald* held that any alteration of the rule would be unwise.

"The public interest would not be advanced by such an alteration of the rules. At these conferences all manner of personal and petty matters as well as others of real magnitude come up for considera-

tion. Personalities of necessity are freely handled, involving teachers, pupils, parents, and sometimes others having no direct connection with the schools. To admit the public to such meetings would stereotype them. To publish reports of them would cause any number of ructions.

"No such board can do all its business in public. Executive sessions are an almost universal rule with public boards because experience has taught that by this method things are better done. The school committee should stand by its decision to maintain the present practice."

The subject is an old one. It has been subjected to most exhaustive discussion. Where boards of education threw their doors wide open to both the public and the press, they soon learned that there are instances where common sense and expediency dictate executive sessions. And a well-balanced, fearless board of education does not hesitate to close its doors when it is deemed wise to do so.

Partisan Politics in School Administration

THERE can be no doubt that the evil of political manipulation in the running of school affairs has largely subsided. In the main, the administrative bodies are created on nonpartisan lines, and even where party machinery is employed the schools are reasonably free from party control. The average board of education excludes partisanship in the administration of the school system.

Occasionally, however, instances come to the surface which demonstrate that a school system may become the football of contending factors in the employment of service. The following editorial appeared recently in the Scranton (Pa.) *Times*: "Lamentations heard now with regard to the action of the Democratic majority of the school board reminds that the bellow depends upon whose ox is gored. Over many years, during which time no Democrat could dynamite his way on to the maintenance crew of the school district and only a few with doubtful political records could get janitorships, there was no protest by the newspaper or ministerial critics who are now crying aloud about injection of partisanship into the affairs of our school system. If it is partisanship now to name some Democrats as members of the maintenance crew or to janitorship, why wasn't it partisanship to name none but Republicans in the past to these same posts? Let us repeat what we said on several previous occasions—that all of those who were removed have themselves primarily to blame because of their political activity in the last election. . . . The result was not as they expected or hoped. Some have taken their medicine like men, admitting they bet on the wrong horse. Others immediately ran to cover and are now crying for protection and asking the very men whom they tried to crucify to save their jobs."

While the editor deals with the situation in a spirit of political sportsmanship, he fails to touch upon the serious import of the situation. If the partisan line is drawn in the employment of the janitorial service, how about the selection of the teaching force and those in directive charge of the educational labors of the school system? Are the interests of the school child, mental, moral, and physical, being subserved?

An outsider cannot well judge the ramifications to which political partisanship may enter. The fact that such partisanship is at all practiced implies an evil which ought to be eliminated wherever it may exist.

Teachers' Salary Schedules

TEACHERS' organizations throughout the country are making a determined fight for the upward revision of salary schedules. Everywhere the thoughtless cry is heard for a return to the schedules of 1929.

Boards of education and superintendents of schools will be quite remiss in their duty if they re-establish the schedules prevalent in 1929 previous to the onset of the depression. Social and economic conditions have changed to such an extent that the old schedules are entirely outdated. Advances made in the training of teachers and newer conceptions concerning the entry and the continuance of teachers in service have so modified points of view that entirely new schedules are desirable. Recent scientific studies of schedules

and schedulmaking provide clear evidence that new bases for fixing minimum and maximum amounts and for advancing teachers through the several stages deserve to be taken into account in any setup which is scientifically defensible and educationally effective.

The following eight principles of salary scheduling drawn up in 1931 by the classroom teachers' department of the N.E.A., provides the barest skeleton of norms in any schedulmaking program:

1. The interests of teachers, pupils, and society should be safeguarded.
2. Salaries should be related to appropriate standards of living for teachers.
3. Salaries should be graduated from the minimum to the maximum according to the teacher's qualifications.
4. The best measures of a teacher's qualifications available at present are the amount and character of her training, and the number of years of successful experience she has had.
5. Persons in the same type of position should receive equal salaries for equivalent training and experience.
6. The schedule should avoid overpaying beginning teachers at the expense of teachers with long records of successful experience.
7. The incentive offered by increments in salary should be spread over a large proportion of the teaching career.
8. The salary schedule should be sufficiently flexible to care for special cases of unusual merit.

It is not unreasonable for boards of education to demand that any recommendations for revision of salary schedules presented by superintendents of schools, shall be recommended as a result of a specific study involving the local situation, the professional preparation of the members of the staff, the financial and taxability of the school district, and the in-service training program which is being carried on. In addition, it is reasonable to expect that the superintendent will submit to the board a statement of his philosophy of schedulmaking, and that in addition, the local teachers shall have a full opportunity to be heard in the matter and to participate in the planning. The board of education which follows such a procedure will have the assurance of a contented teaching staff and will distinctly stay within its financial ability to pay.

State Versus Local Control of the Schools

THE annual grist of state school legislation, which was perceptibly increased in volume in recent years, has included some extreme innovations and departures from common-sense principles in school administration. One evil tendency unquestionably is to be found in the increase of laws obliterating the lines between state and local control as applied to the large urban centers.

Most of these laws have been inspired by groups and carried by group pressure. They have not always revealed their full import in the first reading, and only in the course of a year or two have they shown their lack of wisdom and the excessiveness of their control over local school affairs. Municipal authorities, patriotic societies, trade organizations, and even local teachers' associations have been responsible for such legislation and have even been guilty of rather questionable methods in seeking enactments without affording the school boards a satisfactory opportunity to study the bills and to defend themselves against the mandatory character of the laws.

It is quite true that the schools are primarily the concern of the state and are subject to the lawmaking wisdom of the legislature. But it is well to remember that any departure from the principle of uniformity and any mandatory laws which place the welfare of the children second to the wishes and interests of groups of citizens, manufacturers, and even teachers, are certain to involve elements of injustice which will injure the community and ultimately the state. Such laws are certain to be encroachments upon a fair balance between state's rights and the locality's privilege to manage its schools at least to the extent of its needs and ability to pay. Home rule may have been abused in the past, but excessive state control, especially when it enacts additional local tax burdens and circumscribes the ordinary discretion of the school board in such matters as schoolhouse construction or teachers' salaries, or allows of interference from municipal authorities, is to be condemned as injurious to the schools.

The Superintendents Look Forward

The St. Louis Convention, February 22-27

In their programs and discussions, educational conventions have tended in recent years to reflect rather accurately general public interest in and anxiety about major social, economic, and even political problems in American life. The story of the war years, of the hectic decade which came to an end in the winter of 1929, and of the depression years, can all be read rather accurately between the lines of the reports of the Department of Superintendence. The recent convention at St. Louis is further evidence of the truth of these statements—the convention throbbed with the unrest and dissatisfaction of recent economic and social life; every day gave voice to new proposals for the betterment of the condition of the common man, for a new deal which is to make life happier and richer in democratic America.

The meeting was large in point of attendance; the set program maintained a high level of interest in spite of the generalities of some of the session topics; the exhibits were the "best yet" for size and educational value; St. Louis was hospitable and quite adequate in housing and transportation; the official management was efficient.

The Program

Although the program was begun on Sunday with two sessions, the serious business was not undertaken until Monday morning, when Dr. John W. Withers paid a tribute to the late William T. Harris, who first earned his great reputation as an educator in the St. Louis schools. Harris's philosophy has been discarded long ago, but the administrative structure which he built into the St. Louis schools still contributes to the high reputation of this city. Dr. John W. Studebaker's rather conventional plea for perpetuating the ideals of democracy through education, and Dr. Payson Smith's vigorous argument for professional administrative policies like those of Horace Mann, won loud applause from the meeting. More permanent in its promise for the advance of education was the address of Dr. Thomas H. Briggs, who defined ten major issues of secondary education now before the school executives. These range from the ancient problem whether secondary education shall be free for all normal individuals, to the latest proposals for making the secondary school a rather independent institution contributing to the unitary process of education. Dr. Briggs made a strong plea for long-term planning as the only salvation of the secondary school.

The Group Debates

A distinct experiment in program making was the series of group debates which took place in 36 meetings and which brought forward discussions of 72 major topics in administration, organization, finance, buildings and equipment, teaching methods, personnel, curriculum, and lay relations. It was distinctly noticeable that few of the debaters attempted the unequivocal affirmative, or made a straightforward defense of the negative. The majority contented themselves with reading formal papers, mildly favoring a modified point of view for or against the problems under discussion. Thus, the section on School Architecture, participated in by Mr. William Lescaze and a speaker for the late Mr. William B. Ittner, took substantially the same point of view concerning the functional planning of school buildings. The only difference which could be discovered in the point of view was that the affirmative was critical of existing school buildings and indicated a lack of experience in school conditions, while the negative showed that practical consideration of use and cost compel conservatism in functional planning. Flexibility and wide utility cannot be achieved without sacrificing mere novelty and modernity.

Federal Aid for Education

The schoolmen of the country are extremely anxious for federal aid of education in the states and local communities. The three addresses presented at the Monday evening session indicated, however, a diversity of opinion which promises little hope of effective action. Dr. Paul Mort argued bluntly for federal support without control on the part of the National Government. He



SUPT. A. L. THRELKELD
Denver, Colorado.
Newly Elected President of the Department of
Superintendence, N. E. A.

demand an ultimate federal grant of \$60 per pupil in the elementary schools, and \$100 per pupil in the high schools, with a further distribution of moneys to equalize the conditions in the poorer states. He argued that there is no necessity for any national control, and that the present lay and professional leadership in the states is adequate to administer such a simple minimum program.

Dr. Charles H. Judd, of Chicago, argued that the entire educational situation should be given unprejudiced consideration before the schoolmen engage in a scramble for money from the federal treasury. He urged the dangers of a clash of interests between the Federal Government and the states, and argued that there is great danger of a blind distribution of spoils rather than an intelligent adjustment of the differences in economic conditions and educational needs. He urged experimentation to discover the best methods of equalizing educational opportunities by the use of limited funds through the Office of Education. He argued strongly against the discrimination of certain groups of citizens because of race or color, and pointed out that Congress is not likely to abdicate its right of controlling the use of any moneys granted to the states.

President L. D. Coffman, of the University of Minnesota, urged that the basis of federal support of the schools be found in the principles outlined by the National Advisory Committee on Education in 1931. In concluding his paper, however, he expressed some doubt that these principles can be put into effect at this time. He called attention to the fact that the National Youth Administration, with its laudable aims, is being administered in a questionable manner. "It is divorced from existing educational agencies and is administered by persons who qualify because they belong to a particular political party, and is controlled by a central office which administers the policies for all states. All of these conditions certainly create a presumption in favor of the political dominance of the schools. It would be an easy step from this to a situation where the materials of instruction would be suggested, and then required from Washington."

The Tuesday Meetings

The Year Book of the Association was discussed in a jury panel on Tuesday morning. Nine prominent members of the Year Book Commission read brief essays touching some phase of the Year Book. The panel technique which is primarily intended to bring out conflicting points of view on a common problem, failed entirely to make this meeting interesting, or to indicate that any of the members hold differences of opinion concerning the social studies. Even Dr. George

Counts contented himself with pointing out mildly that collectivism of a type is growing in the United States and that there is a trend toward a new integration of life which is advancing with the movement of technology in the realms of transportation, communication, exchange, and government.

The general session on Tuesday evening represented an excursion on the part of the Department into the realm of present-day national politics. The representatives of the older parties, Governor Henry J. Allen, of Kansas, and Senator A. W. Barkley, of Kentucky, were disappointing because the significant philosophies for which the Democrats and Republicans stand, were forgotten in the discussion of practical politics. In contrast, Mr. Norman Thomas made an attractive statement of the aim, purpose and program of the Socialists for reforming the Constitution and the laws affecting industry, child labor, etc. Mr. Thomas steered clear of fundamental considerations of Marxian Socialism, and limited himself to present-day conditions and immediate reforms, and literally stole the meeting. It may be questioned whether the program contributed much to the solution of educational administrative problems.

The Wednesday Program

From the standpoint of interest, President Stoddard scored a ten-strike on Wednesday morning in a class demonstration of the teaching of controversial subjects. Dr. Roy W. Hatch, of Upper Montclair, N. J., is a master teacher, and demonstrated his superior ability in handling a controversial subject in an inspiring way. The recent Supreme Court decisions on the NRA, the AAA, and the TVA formed the basis of a class study of the Constitution. The powers of the Supreme Court, and the interpretation of laws from the standpoint of their constitutionality, as handled by Dr. Hatch, indicated that there could be no difference of opinion as to the advisability of impartial handling of most controversial problems. Whether this technique can be applied under situations where a fundamental difference of opinion exists as to underlying ethical principles is a question which the demonstration left unanswered. The evaluation of the class from the standpoint of the layman was a vigorous paper in support of democracy and democratic institutions by Rabbi A. H. Silver, of Cleveland, Ohio.

The Arts in Education, Music, the Fine Arts, and Physical Education formed the subject matter of a meeting on Wednesday evening, in which Mr. C. L. Schrader, of Boston, Howard Hanson, of Rochester, and Dr. John L. Tildsley, of New York City, demonstrated that these former special studies have become integral parts of the American school program.

The Thursday Meetings

President Stoddard made a magnificent effort to prevent the program from tapering off in attention and interest, by placing his most attractive speakers on the platform Thursday morning and afternoon. Dr. A. G. Crane, of Wyoming, opened the morning session with a strong plea for the reform of the radio so that it may become an instrument of new power for social and educational welfare. He argued strongly against private and governmental monopoly and condemned the advertising features which are now finding their way through the radio into the schools. Prof. K. F. Mather urged the extension of adult education as a means of personal and social adjustment that will overcome the unrest and the widespread philosophy of defeat which has been so prevalent since the onset of the depression. Individuals, as well as large social groups, are seeking escape from present realities. There need be no such escape if there is a wise adjustment of society to the individual, and of the individual to society, so that the individual may enjoy a measure of happiness and content. While the paper set up six valuable objectives for adult education, the author did not seem to point to any satisfaction which might be considered permanent or comparable in value to the spiritual objectives basic in a Christian philosophy of life.

Centralization of Education

The final speaker of the Thursday morning program, Dr. George D. Strayer, took for his topic, the significant topic of the "Promise of Democracy and the Performance of the Politicians" in the development of education. Centralized control of education, with Washington telling the local communities what to do, is no more an academic question, in Dr. Strayer's opinion.

"Control by the Federal Government is real," he declared. "Does anyone believe that the employees of the Agricultural Extension Service are free to teach or to write critically about federal legislation relating to agriculture? Is it reasonable to suppose that those who are employed under the Smith-Hughes Act are as certainly developing their courses of study in the light of local needs as they would be if they were free from federal supervision?"

"Does anyone doubt the possibility of using the Agricultural Extension Service, the Smith-Hughes program, the CCC camps or the NEA for partisan or class propaganda?"

(Concluded on Page 56)

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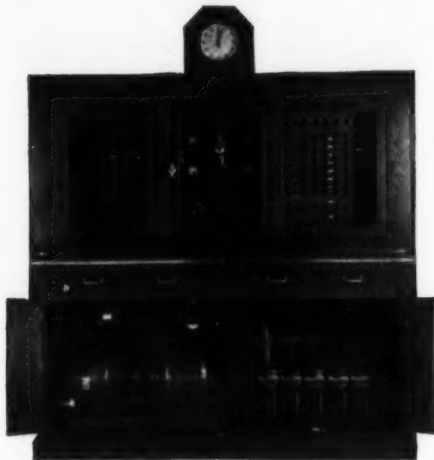
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School Administration Notes

AN ACHIEVEMENT IN ADMINISTRATION

As the result of a ten-year program, the board of trustees of the San Bruno Park, Calif., School District is now in a position to make additions to buildings and grounds on the pay-as-you-go plan.

By careful administration and thoughtful budgetary procedure during the past decade the needs of the school district were held at the efficiency point, while the three outstanding bond issues were retired. The board of trustees plans to increase the areas of school sites immediately and to make additions to the present buildings. These expenditures are to be made from current income.

The board of this school district is one of the first in this part of California to arrange its fiscal setup so as to eliminate the need for bond issues. What other school system can make a similar showing?

STANDARDS FOR EMPLOYMENT OF SUPERINTENDENT

The board of education of Palo Alto, Calif., as a preliminary guide in the selection of a new superintendent of schools next June, has adopted a list of general specifications which candidates will be expected to meet in order to merit further consideration. The preliminary standards are as follows:

1. Age limits covering an approximate range of from 35 to 50 years.
2. Employed in an administrative position at present.
3. Holder of an M. A. Degree, or better, from a recognized institution of learning, with special training in school administration.
4. Successful administrative experience of recent date.
5. Evidence of ability to carry forward the present curriculum revision program to successful conclusion.
6. Successful experience in community relations and a building program.

Under its program, the board will invite a limited number of universities to make recommendations, and in addition, a few of the successful school executives will be called upon for suggestions. The board will

then evaluate the credentials of the various candidates and will choose a small number for further and intensive study. Those whose names appear on the final list will be invited to appear before the board for interviewing. The board will conduct an independent investigation of the candidates who express an interest in the position, and will reach a decision promptly on the successful candidate. In its selection, the board will be actuated by one motive only, to find the right person, who promises to meet best the special conditions which exist in the schools and the community.

NEW REPORT CARD

A new type of report card is being tried out as an experiment in the Willard School, at Stamford, Conn., under the direction of Supt. Leon C. Staples.

The new report card, which was prepared by Mr. Stewart M. Patterson, principal of the Willard School, and the members of the teaching staff, working in co-operation with Superintendent Staples, represents an abrupt breaking away from the alphabetical marking system. Under the plan, only two marks are given—a plus and a check. The plus represents satisfactory work; the check means that improvement or special attention is necessary. Standards of conduct and work have been set up under the headings of health, citizenship, work habits, physical education, art, music, arithmetic, penmanship, social studies, and spelling. The practicing of habits of safety is one of the health standards. This is the first time that pupils have been marked on this standard in their report cards.

In the arrangement of details in connection with the use of the cards in the schools, the members of the school administrative staff worked in close co-operation with the parent-teacher association.

STUDENT COUNCIL ESTABLISHED AT BATESVILLE, ARKANSAS

The student council at Batesville, Ark., which has been in operation for the past two years, was organized to promote school spirit, to look after the general welfare of the school system, and to foster the sentiment for law and order in the school.

The Council was organized in the fall of the school year 1933 with an initial membership of eleven, comprising two members elected from each of the four higher grades, two from the lower grades, and a president selected by the senior class. The membership has been increased during the two-year period to seventeen, with three elected from each of the four higher grades, and two from each of the lower grades. Time

out of the regular school schedule, approximately thirty minutes, is allowed on Tuesday of each week for the meetings of the Council.

During the first year of its existence, the Council devoted a good deal of time to securing a foundation for future work and to acquainting the student body with its aims and organization. At the beginning of each semester's work, a suitable program is prepared for each week in the period. Monitors appointed by the Council are stationed at various points to keep order in the school building during the noon hour; other monitors are assigned to keep order in the assembly; while still others are responsible for the assembly programs. Members of the Council have sold candy, gum, and cold drinks at the football and basketball games conducted at the school.

In 1935, three members of the Batesville Council attended the meeting of the Southern Association as delegates of the local association. The Council was invited to attend a conference of student councils in Little Rock, for the purpose of discussing the advisability of organizing a state student council association.

A MIDDLE-GROUND POLICY FOR HOMEWORK

Homework has been condemned in recent professional school literature as extremely undesirable; it has been defended as absolutely necessary. A useful comment, based on a common-sense middle view of the problem, was printed recently in the Shreveport, La., *Times*. The editor writes:

"Authorities disagree on whether home study is a necessary part of education. Among those who think it is, there is disagreement over the amount of homework which should be required. And parents, of course, have their varied views on the subject.

"As we see it, the disadvantage in complete abolition of home study rests in the fact that it means cutting another tie between the school and the home.

"In countless instances, the only contact maintained between parents and the work of school children comes in late afternoon or at night when the homework is being done. Then, and then only, does the parent see just what the child is learning.

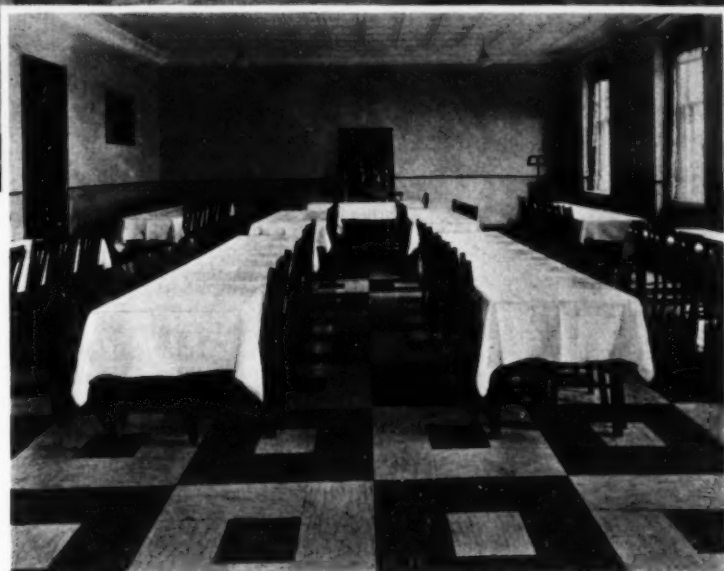
"Explanations are required. Discussion is encouraged. The parent who wishes to win the comradeship and confidence of a child has a chance to work with and help the child. Also, the purchase of reference

(Concluded on Page 50)



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Armstrong's Resilient Tile Floors possess all the qualities necessary for school use. They're long-wearing, quiet, attractive, and comfortable. What's more, they are inexpensive to install and easy to maintain. Daily sweeping and occasional

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In the complete line of Armstrong's Resilient Tile Floors you'll find floors to meet any requirement, fit any budget. Rubber Tile is a high-finish material specially reinforced. Cork Tile is an attractive floor possessing high sound-deadening qualities. Linotile—an exclusive Armstrong product—is an extra-durable, resilient tile, highly resistant to

indentation. Accotile is an inexpensive asphaltic tile floor especially suitable for areas exposed to moisture.

No matter what its purpose, there's an Armstrong Floor to fit any room in the school. Investigate the complete Armstrong Line. Write now for "Individuality in Handlaid Floors." Armstrong Cork Products Company, Building Materials Division, 1212 State St., Lancaster, Pennsylvania.

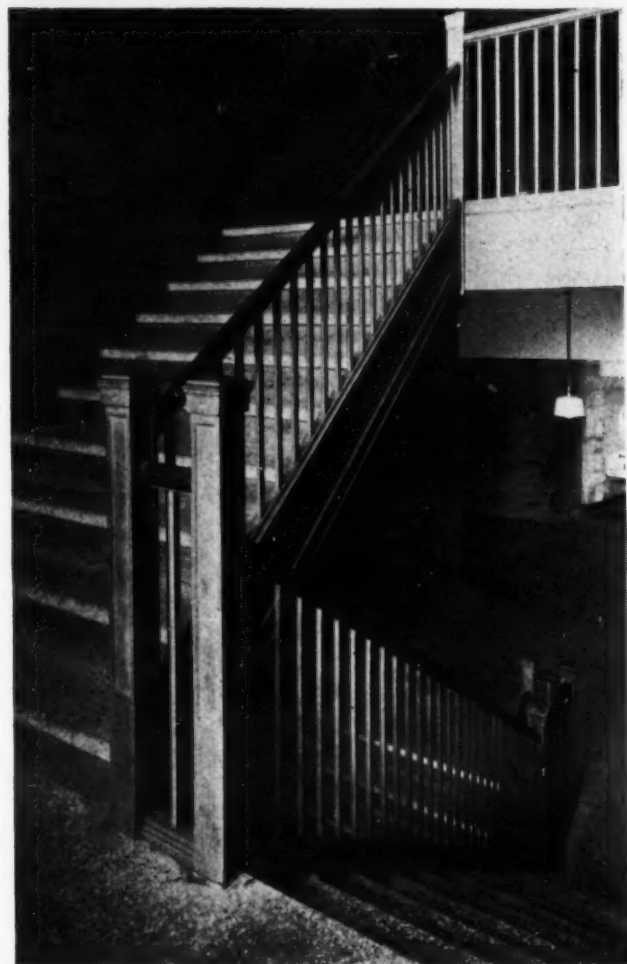


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It's Made Permanently Non-slip by Alundum Aggregate



TERRAZZO is becoming increasingly popular for many areas in modern school buildings—and with good cause. It is durable; it is economical; attractive decorative effects are possible. And in the "danger spots"—on stairways and in areas where wet floors are likely, such as entrance vestibules, lavatories, showers and locker rooms—terrazzo can be made non-slip with Alundum Aggregate.

Incorporated in the surface of terrazzo floors and treads in the proper proportion, Alundum Aggregate provides a safe, sure walking surface—and its non-slip effectiveness is not lessened by water nor wear.

Catalog C gives full information about this Norton Floors product. Have you a copy?

NORTON COMPANY
Worcester, Mass.

T-377



(Concluded from Page 48)

books and good literature for family use is stimulated. "Homework becomes objectionable only when there is too much of it. Some teachers have the mistaken idea that if they assign light homework they will be considered easygoing and inefficient. In other cases, crowded classrooms force conscientious teachers to spread study into the out-of-school hours.

"A moderate policy is desirable. Homework assignments should be adjusted to fit the capabilities of the backward or physically handicapped student. There's no harm done if the bright or normal student skims through the same assignment swiftly."

VITALIZED COMMENCEMENT PROGRAM AT BURBANK, CALIFORNIA

Commencement programs like every other phase of education, are passing through a process of vitalization and change from the traditional "graduation exercises" of old to a modern "senior centered" type of commencement.

The latest step in the evolution of commencement programs is the so-called "unified-theme" type of exercises, developed during the past five years in both the elementary and secondary schools. In this there is a central theme, and each of the addresses or demonstrations represent a phase or topic of the main idea.

During the last two decades, the schools of Burbank, Calif., have passed through the various stages with respect to their commencement program. The first attempt at something different began in 1929, when the combined junior and senior high schools presented a pageant, using as its basis, "A Day in Greece." Since that time the unified-theme type has been used exclusively in the three secondary schools.

While only a limited number of the entire class appears on the platform as musicians or speakers, most of the varied abilities of the seniors are capitalized and utilized in the preparation of the program. The result though far from a model performance, represents a sincere and intelligent effort on the part of the class to think for themselves. Graduation has now become an appropriate culmination of the senior-centered activity program of the school system.

Formal Reports Discontinued

The formal report card has this year been discontinued in grades one to six at West Chicago, Ill. In its place, the home will receive regularly from the teacher a personal letter telling about the progress and achievement of the individual child. These letters from

the teacher will go out to the homes four times during the year. In each letter the teacher will endeavor to diagnose the child's case as regards his personality and his academic progress. The teacher will strive to make each report helpful and suggestive in order that the method of marking may be of some help to the parent and the child.

In addition to the four reports which go out to the home, there will be other contacts with the home by letter, telephone, or conference whenever in the teacher's judgment the child is not making satisfactory progress or adjustment.

PLANNING SCHOOL-ADMINISTRATION UNITS

In recognition of the fact that "the organization of more satisfactory schools, attendance areas, and administrative units" involves careful study and analysis, the United States Department of the Interior has projected a handbook designed to be serviceable in this direction.

As explained in an introductory paragraph, it presents procedures to be used in setting up plans for state-wide and local use. These include consideration of transportation facilities, needed school buildings and equipment, the required school budgets, etc.

Present conditions are weighed and measured, demonstrating the possibilities of reorganization, replacements, centralization, and the like.

"The procedures set forth are chiefly applicable to those areas in which schools are now administered by rural districts, villages, towns, and small cities and are logically not supposed to be taken as absolute requirements in all details. Modifications to meet conditions peculiar both to localities and to states will probably be found not only desirable but necessary."

The set steps in the procedure proposed are:

- "1. Collecting, organizing, and analyzing data concerning present schools and school districts (administrative units)." These data include maps and statistical tabulations.
- "2. Selecting and adopting standards relating to and revealing the characteristics of satisfactory organization of schools and school units.
- "3. Planning the reorganization of present schools and existing school districts.
- "4. Projecting needed school building programs.
- "5. Planning and estimating the cost of the proposed educational program involving logically needed current expenditures and required capital outlays."

Maps are suggested to assist in studying the school-district boundaries, location of school buildings, extent and jurisdiction of county-line districts. They also are to be used in noting the main all-weather roadways and other principally paved roads. Aside from the physical considerations the statistical data as to finance, enrollment, etc., become vital.

Out of the picture must be drawn the conclusions leading to changes that may be deemed expedient and practical, in a list of elementary and high schools there may be those that ought to be abolished, new structures to replace the old, changes in boundaries and jurisdiction designed to make for greater economy and efficiency.

The handbook provides helpful tables showing the data that must be collected and recorded in order to permit a comprehensive view of present conditions. These cover every phase of school administrative control and pertinent factors and considerations. Suggestive blanks, too, are provided. The study was prepared by Dr. Henry F. Alves, and Dr. Howard A. Dawson, assisted by a committee of staff members of the U. S. Office of Education.

Pupils Report Cards Modernized in Owatonna

A new type of report card, prepared by the members of the teaching staff, has been inaugurated in the public schools of Owatonna, Minn. The report card emphasizes growth in desirable habits and abilities, as well as progress in school subjects. It is in transitional form and looks toward the use of symbols designating "satisfactory" and "unsatisfactory" in marking the progress made by pupils in each subject. The kindergarten card is stated entirely in terms of objectives and the traditional marking system has been completely eliminated.

The junior and senior high schools have for a number of years used a diagnostic report card, which has completely supplanted the old-type report card and marking system. Each child and his parents receive, four times a year, a completed diagnostic report of his work in each subject. Parents of maladjusted pupils receive similar diagnostic reports at three-week intervals.

It has been observed that the new approach to the pupils of measurement, and the re-emphasis on objectives, have resulted in a changed attitude on the part of the pupils regarding attainment in schoolwork. Teachers have reported that the conduct of standard tests has resulted in a better type of work throughout the school system.

THE NEW LOUVERS are only one of the Many NEW Features in the NEW **A-S-E** STEEL LOCKERS

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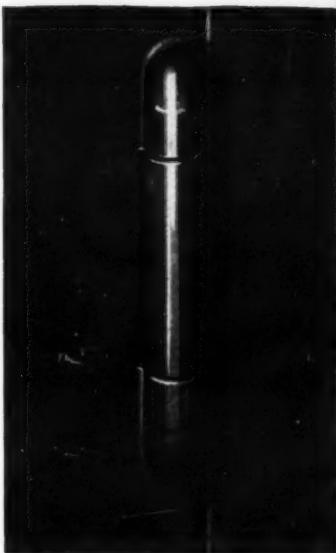
Check the new features described here. There are others, such as the precision latching with rubber cushioning, the extra-strength door, the dustproof construction, etc.

New features, plus the time-proved excellence of A-S-E materials and workmanship, make A-S-E Lockers the soundest investment on the market. Send for the catalog C-30—detailing important locker facts.



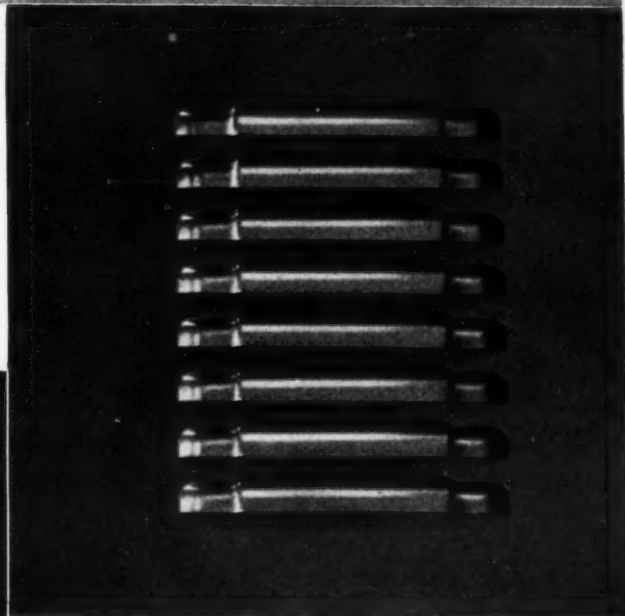
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Its torpedo—streamlined shape conforms to the rest of the features in modern appearance. Prove its smoothness—rub your knuckles over it! No catching of cloths or clothing. Hinge pins covered by embosses in the door. Hinge is actually part of the door. No notches cut in the frame of the locker. Those things mean safety from tampering, a sagproof door—lifetime service.



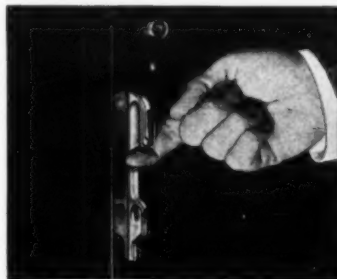
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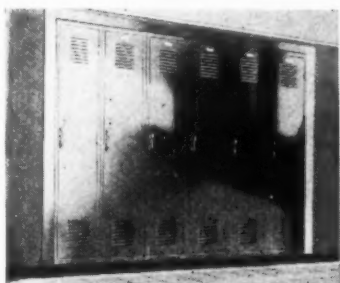
A locker handle designed for the job. Lifts with thumb and forefinger—naturally. Even a finger touch operates it. Nothing can hang or catch on it. Padlock is held away from the door by special strike. The sweeping lines harmonize with the modern design of the entire locker. The chromium-finish keeps its beauty. Die cast from white brass for proof against breakage.



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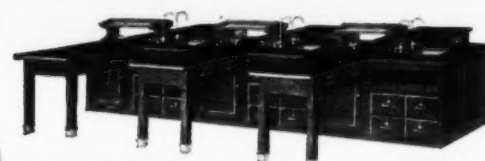
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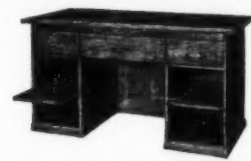
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School Board News

WASHINGTON SCHOOL DIRECTORS MEET IN SPOKANE

The Washington State School Directors' Association held its annual meeting February 11 and 12, in Spokane. Approximately 150 representatives were in attendance at the meeting. Two profitable days were spent in the discussion of school problems involving both financial and administrative aspects.

At the business session, officers for the following year were elected. Mrs. Iva A. Mann, Tacoma, was elected president, and Mr. L. D. Burrus, Olympia, was re-elected as secretary-treasurer.

IOWA SCHOOL ADMINISTRATORS MEET IN DES MOINES

The fourth annual conference of boards of education and school administrators of Iowa was held on February 14, in the Savery Hotel, Des Moines.

The morning session was featured by talks given by Supt. W. H. Hoyman, of Indianola; President Mrs. E. C. Smith, of Newton; President J. H. Johnson, of Knoxville; and Dr. George D. Strayer, New York City. Mr. Francis Johnson, of the Iowa Farm Bureau Federation, addressed the noon luncheon, following which the afternoon session opened with discussion groups, led by prominent educators.

THE MONTANA SCHOOL-BOARDS ASSOCIATION

This organization was founded ten years ago. It has a membership of over 100, representing 77 districts and 34 counties. President Ralph L. Arnold, of Missoula, at the last annual meeting, outlined the function of the school trustee in his individual and collective capacity in the following language:

"School trustees and also the public are too often prone to look upon the office of school trustee as one of the minor public offices. When one considers the duties of a school trustee it is readily seen that the office is an important one in our system of government. We, as citizens, feel ourselves vitally concerned about the establishment and maintenance of reformatories and penitentiaries, the enactment of efficient criminal procedure systems and the prosecu-

tion of criminals, on which institutions taxpayers annually pay a tremendous amount of money. As school officers, we must get a new perspective of government. We must look upon the school system as a vital unit of government and where any other branch of the government becomes inefficient, wasteful, extravagant, or assumes to spend more than its share of public revenue as being directly injurious to the unit known as the school system."

Its legislative program emphasizes the following nine points:

1. A legislative settlement of the eternal problem of state school lands, and of loans from the school land fund. This means a sensible policy of conservation and of closer safeguarding the school land funds.
2. Adequate retirement legislation for teachers. The teaching profession is left out of the social security setup. The Montana Education Association feels that whenever provision is made in Montana for old age or social security some of the funds should be earmarked for the aid of superannuated teachers. Soon Montana should have an equitable, scientific retirement system to which contributions are made by both teachers and the employing communities.
3. There should be a compulsory annual audit of the finances of every school district.
4. The time has come for a reversal of policy regarding the state textbook commission. Books should be selected by town and city school officials and by county superintendents with reasonable safeguards.
5. There should be transportation legislation to insure that all of Montana's children have an opportunity to attend school. This should be a state-wide and a consistent system.
6. The time has come for a division of health and physical education in the state department of public instruction. This new division would particularly attend to the problems of the exceptional child.
7. The state constitution should be amended to take the county superintendent from the list of elective offices, and thus take the position out of politics as much as possible.
8. Equalization through a state fund.
9. Reorganization of the school district system.

The following serve as the officers of the Association at the present time: President, Ralph L. Arnold, Missoula; First Vice-President, V. F. Gibson, Great Falls; Second Vice-President, A. E. Dye, Roundup; Third Vice-President, A. J. Malone, St. Regis; Secretary-Treasurer, E. L. Marvin, Billings. Executive Committee: Dr. W. P. Reynolds, Stevensville; O. M.

Moseley, Polson; Dominic Spogen, Belt; H. H. Haight, Soffolk; R. D. Benson, Sidney.

The Association meets in the month of January each year. The convention city is chosen by the executive committee.

SCHOOL BOARD NEWS

♦ Chicago, Ill. More than 10,000 American flags have been placed in the elementary and high schools of the city. The flags were purchased for use as permanent adornments of the classrooms.

♦ Worcester, Mass. The janitors' committee of the school board has accepted an offer of the regional NYA director, to provide a number of boys and young men as janitors' assistants in the schools. Under the plan, the boys will work 44 hours each month. They will perform such duties as clearing walks of snow and cleaning the school yards. Later as the weather improves, the group will be employed in improving the recreational centers.

♦ Philadelphia, Pa. The school board has appointed a committee of five to begin a study of the city school system. The survey will be made with the assistance of an advisory committee of citizens. An appropriation of \$25,000 has been made to cover the cost of the work.

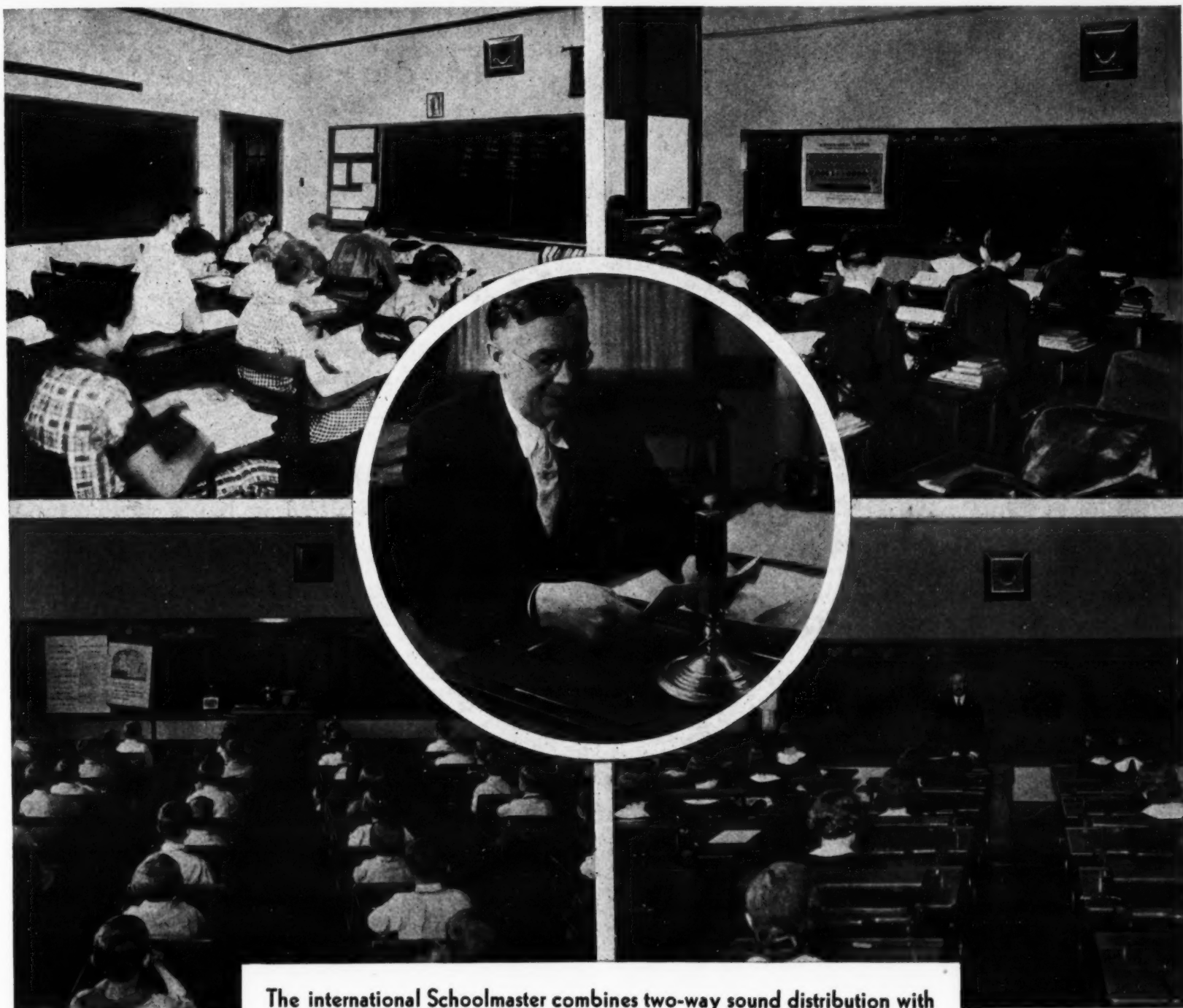
♦ Atlanta, Ga. Mr. Ed. S. Cook, president of the school board, has considered a proposal to make all city high schools co-educational in character. Mr. S. C. Noland, who was chairman of a special committee which made a survey of school systems in other cities, suggested that the work be completed.

♦ The Vermont State Board of Education has appointed a special committee to prepare a course of study on safety education for use in the public schools of the state.

♦ Paragould, Ark. The board of education has revised and improved the business administration of the public-school system through the compilation and collection of certain records used by the board in school-business procedure. The following records have been created for use by the board:

- (1) A school-board minute book, recording the minutes from 1910 to the present date.
- (2) A bond register, giving a complete record of all interest and bond payments during the past 25 years.
- (3) A reorganization of the insurance program on the blanket-policy form, arranged to cover all of the school property.
- (4) The installation of a complete school accounting procedure, complying with the state accounting system.

School Administrators ACCOMPLISH MORE WORK IN LESS TIME with International Schoolmaster Systems



The international Schoolmaster combines two-way sound distribution with inter-room telephone communication and automatic program schedule control. In addition to its minute saving functions, it also greatly broadens the curriculum by opening the door to a world of educational material to supplement formal courses of instruction.

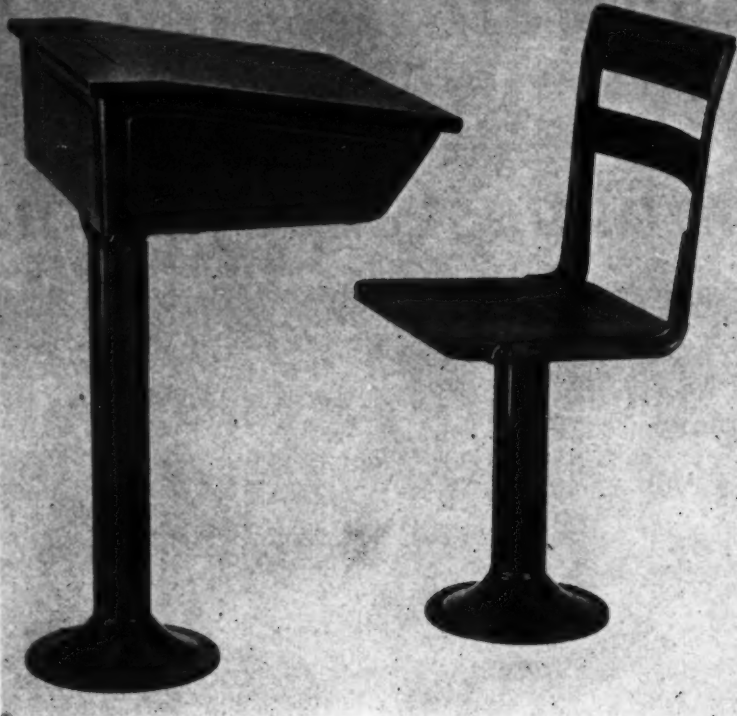
This modern executive instrument permits instant, personal contact with any or all parts of the school organization without requiring the principal to leave his office. Supervisory work that ordinarily requires several hours is accomplished in a few minutes. There are countless ways in which precious time is saved—yet the advantages of supervision in person are not sacrificed.

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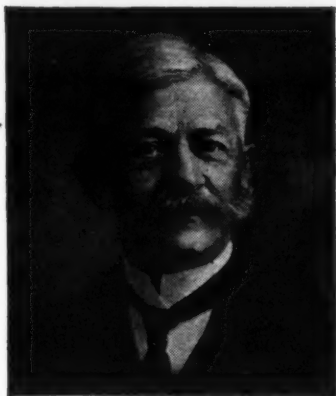
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School Finance and Taxation

♦ Detroit, Mich. The board of education has adopted a supplementary budget, including an item of \$150,000 for the teachers' retirement fund, \$4,244,637 for buildings, and \$15,000 for concerts. The building appropriation is sought in promoting the board's policy of relieving classroom congestion and supports the earlier request for 324 additional teachers.

♦ Elgin, Ill. The school board has completed the refinancing of \$60,000 in 5 per cent bonds, at an interest rate of 1 1/4 per cent, which results in a saving to taxpayers of nearly \$5,000. The bonds which were refinanced are part of a \$120,000 bond issue floated 15 years ago to finance new school construction.

♦ Knoxville, Tenn. The city government has approved a school budget of \$1,057,000 for the school year 1936-37. Last year the city schools obtained an appropriation of \$1,063,000 for operating expenses.

♦ Irvington, N. J. The school board has prepared a budget for 1936-37, calling for a total of \$634,489, or an increase of \$176,922 over the year 1935. Taxpayers will be asked to provide \$176,922 more than was required in 1935.

♦ Somerville, Mass. The school board has adopted a budget of \$1,328,075 for the school year 1936-37, which is \$26,776 more than a year ago. The budget includes an item of \$1,240,147 for teachers' salaries.

♦ Chisholm, Minn. The school board of Dist. No. 40 has obtained a loan of \$300,000 from the state investment board. This is the final loan required to place the school district on a cash basis.

♦ Somerville, Mass. The school board has adopted a budget of \$1,328,075 for the school year 1936-37, which is an increase of \$38,146 over the year 1935. The new budget contains an item of \$1,240,147 for teachers' salaries.

♦ Fremont, Ohio. The school board has negotiated a loan of \$17,500 through a local bank, for the purpose of meeting its school payroll.

♦ The Coal Township school board near Sunbury, Pa., has obtained a loan of \$50,000 to meet payment of teachers' salaries and other current expenses.

♦ Cleveland, Ohio. Supt. Charles H. Lake has prepared an estimate, calling for an appropriation of \$10,203,953 to operate the educational department of the

schools during the year 1936. This is an increase of \$750,000 over the year 1935. Cost of administration, supervision, and instruction is covered in the appropriation approved as the superintendent's share in the \$16,000,000 budget of the board of education.

♦ The board of education at Washington, D. C., has requested a total budget of \$18,041,339 for 1937. This budget as revised by the commissioners of the District of Columbia has been set at \$13,959,046, and by the budget bureau of the Federal Government at \$12,066,045. During the year 1935, the schools received a total of \$11,462,050.

♦ An extended report on federal emergency educational relief in the State of Nebraska has been issued by State Administrator Ernest F. Witte, in co-operation with Mr. Charles W. Taylor, State Superintendent of Public Instruction, and Mr. Herbert L. Cushing, director of the emergency educational program in the state.

The program comprised two divisions: (1) general adult education, and (2) nursery schools. The first division provided for training in literacy, vocational education, vocational rehabilitation, adult education, and supervisory duties. The total cost of the work amounted to \$22,700, with the largest amount, \$11,660, devoted to general adult education. The budget of expenditures as arranged, was flexible and the financing of the work was carried out through the transfer of funds from one account to another so that no part of the work would be hindered at any time.

The entire program, which was designed originally for the education of adult persons who had been denied a fully rounded and educational opportunity, has proved effective in alleviating the crisis foreseen between the older and younger generations of the present day in the general economic and social order.

♦ Chicopee, Mass. The 1936 budget of the school board calls for \$569,751 for the operation of the schools and provides for 10 per cent salary contributions. The 1936 budget is slightly less than \$5,000 below the expenditure for 1935.

♦ Knoxville, Tenn. The school board and the city government have come to an agreement on the 1936 school budget, which has been set at \$1,183,000. This is \$126,000 more than was allowed by the city manager, but is \$77,000 less than the board's request.

♦ The Pennsylvania Association of School Directors, at their recent meeting in Harrisburg, took action to obtain state appropriation of \$25,000,000 for school districts of the state. The increased state aid would be applied to payment of teachers' salaries.

♦ Philadelphia, Pa. The board of education has given warning that the city must look forward to an increase in the school-tax rate next year, unless the state legislature insures some new source of revenue for the schools. Mr. Walter B. Saul, a member of the board, has pointed out that there will be a shortage of \$2,500,000, due to the fact that the budget calls for \$32,700,000, while the tax levy will bring in only \$25,452,000.

♦ Charlotte, N. C. An operating budget \$5,000 in excess of the September estimate has been adopted by the school board. The revised budget for 1936 provides for a total expenditure of \$661,696, as compared to a total estimate of \$656,203 last September. The increase in the budget is due to adjustments in teachers' salaries.

♦ Mr. K. K. Morris, clerk-treasurer of the school board of Cleveland, Ohio, has asked the board to approve a loan of \$1,000,000 to meet the salaries of teachers. He also asked that the insurance fund be strengthened by setting aside \$25,000 for this purpose from the 1936 operating expenses. The total budget for the year 1936 has been set at \$485,000, as compared with \$627,000 in 1935.

♦ Garfield, N. J. The board of school estimate has approved the school board's budget for the school year 1936-37. Of the total budget, \$298,898 will be raised by taxation during the year 1935-36, and \$296,721 during the year 1936-37. It was voted to continue the salary reduction of 21 per cent during 1936-37, which is the same as that in operation during 1935-36.

♦ Columbus, Ohio. Under an order of the board of education, the public schools of the city were closed during the two-week period ending April 17, and the salaries of employees were discontinued for this period, due to insufficient school revenue and an operating deficit in the form of a holdover from the fiscal year 1935. In order that the pupils of the schools might suffer as little loss as possible during the two-week period, teachers in the several grades were ordered to assign their pupils definite programs of home study.

The financial situation was due to a reduction of estimated revenue sufficient to meet the required operating budget of \$3,668,674. This shortage, added to the 1935 operating deficit of \$196,979 made a total estimated deficit of \$691,210 at the close of the year 1936. To meet the deficit, it was voted to close the schools two weeks, to make a reduction in the sinking-fund levy and transfer this levy to the operating fund, to make a reduction in the budget, and to provide for a refund of bonds maturing in 1936.

NEW DOCTRINE FOR MONROE

(Continued from Page 26)

in another instant . . . one could hear sounds of what greatly resembled a revived battle in the distance.

Hamilton, in spite of his outraged sense of professional dignity, could not avoid chuckling to himself: "I wonder how Peter Barron is making out right now?" . . . Silence, and then Benkert's laughing, "I knew something like this would happen. With such a crowd all you have to do is to give them a chance to get started and then hang on. Harry Wilcox has been getting primed up the last two days just for this; I was sure if he didn't start something, someone else would. Someone always does. Mr. Chairman, I move we resume the business of this meeting." . . . Hamilton went ahead with his report and recommendations; the board asked a few questions of information and accepted the report. . . .

"Oh," but you say, "This couldn't happen." Well, it did. "Must have been awfully funny!" Funny? Yes; but *not funny* when the bread and butter of yourself and your family is at stake; not funny to the school superintendent who is trying to do a decent job for the children in his town. Not funny at all. . . .

Had not Editor Short been a little too much occupied with matters of a more pressing personal importance, had he not been far from the board meeting later on that evening when items coming up under new business were being discussed, it is certain he would have secured immediately one bit of authentic news very much worth-while publishing. The clerk of the board gave him this information in writing early next morning, gave it to him without solicitation, gave it to him a bare two minutes before a breathless Jackson R. Tyrone precipitated himself into the office of *The Item*, the picture of wrath and consternation.

"Short, they've done it!" he fairly howled.

That they had is clearly shown by the following excerpt from the minutes of the previous evening's meeting.

Therefore, be it resolved, that said Jackson R. Tyrone shall be and is requested to appear before this Board of Education on the fifteenth day of February . . . to show cause why the present contract now existing between said Monroe Board of Education and the said Jackson R. Tyrone

shall not be terminated at once . . . that copies of this resolution shall be filed forthwith with said Jackson R. Tyrone. . . .

A nasty, nasty business in any school system. . . . It is included as a part of the record, and included without pleasure. . . .

And just about two o'clock in the afternoon of the same day, Miss Ross, happening to glance out the window, recognized a figure hastily coming up the walk; a hulking, formidable, belligerent figure—an uncouth, unshaven Tibbs, striding up the walk like a man possessed. . . .

"Where's Hamilton?" he bellowed at the startled young woman.

"In his office"; and then, her face flushing with indignation, her anger mounting as all the meanness of the past months, the continual string of undeserved, petty, contemptible annoyances visited on her Boss by this group of unprincipled, almost vicious clan of political spoilers, swept like lightning across her mind,

"Yes, you'll find Mr. Hamilton right inside his office, and I am positive he will be more than ready to see you!" She would have said more; she wanted to say a great deal more, but it was not her privilege—not just yet, she rebelliously decided.

She crossed the office with her light step, passed Tibbs in his old gray overcoat, collar turned up to his ears, hat held by the brim in both hands . . . she pushed the door open slightly. . . . "Mr. Hamilton, if you are free, may I send in Mr. Tibbs?" She opened the door wide and motioned to the waiting man.

Mr. Hamilton in the inner office, trying to accomplish something for the boys and girls—those boys and girls who needed his aid, who needed and merited his unhampered strength . . . the harassed Mr. Hamilton.

. . . . Oh days, days, days, when so much might be done; days lengthening into months, months lengthening into years. . . . Time ever flowing through eternal youth; and yet so short the life. . . . That right to peace, bought and paid for, yet so very hard to secure. . . . "Late in the afternoon I came unto a beautiful valley, where it is always afternoon" . . . quiet, peaceful valleys; singing streams, soft green grass beside . . . so far away. . . .

Tibbs advanced toward the opened door.

(To be Continued)

THE SUPERINTENDENTS LOOK FORWARD

(Concluded from Page 46)

"We have in these laws the development of exactly the sort of organization that lends itself to the methods employed by those who seek to control opinion from a national center. The time has come for our profession to call attention to the dangers inherent in the legislation already on the statute books placing control in the Federal Government. It is high time that we demand that the complete control of education, free from interference or domination by the Federal Government, be returned to the people of the several states."

Dr. Strayer blamed the politicians only in part for the present conditions, since they respond, as always, to the "pressure group which in their judgment is the strongest." Educators have been too prone to think of "immediate efficiency" as against "the more important preservation of our democratic procedures," he declared.

To the politicians, however, Dr. Strayer attributed full blame for the mass of legislation recently enacted limiting local taxation and thereby severely crippling the school programs of certain states.

Speaking on the same program, Miss Agnes Samuelson, state superintendent in Iowa and president of the N. E. A., discussed federal school aid from the point of view of the rural school. Both the state and the nation must assume a greater share of the school bill than they are now paying, she argued. To leave school support entirely or largely to localities means sentencing rural schools to inadequate support, she warned.

"The only way by which adequate school facilities can be adequately made available to all children is through federal action," she declared. "It cannot be done through local effort alone nor even by all of the states acting one at a time."

The Group Discussions

On Wednesday afternoon, the Department divided itself into 39 groups for the discussion of important issues in nine major educational fields. The general divisions were arranged vertically so that every member might meet with people interested in problems on the level of the kindergarten, the elementary school, the high school, the college, the adult-education group, etc. As is so frequently the case, anxiety seemed to be expressed by numerous individuals hurrying from one group meeting to another in order to hear a favorite speaker, or to participate in the discussion of a favorite

problem. The superintendents have not solved the problem of the group meetings, which seem to be too numerous to attract reasonably large groups, or to develop extensive discussions.

The Business Meeting

The decision of the officers to devote the entire afternoon on Tuesday to the business of the Association was a wise one, in that it attracted the largest attendance at business meetings and permitted the leisurely discussion of the recommendations of the "Committee on the Longer-Planned Program" for the Department. The acceptance of the Committee's report will unquestionably result in the change of the name of the organization to "The American Association of School Administrators." The Department voted to continue the Year Book and to appoint an Appraisal Committee which shall review the opinions of speakers on the current problems at the annual convention, and summarize these in a publication to be included in the Annual Proceedings. The Department also voted for a continuing committee, to constantly study the policies, procedures, and organization of the convention exhibits. It was voted that the exhibits should be arranged to a certain extent on a functional basis so that new materials might be studied under typical school situations. The meeting determined to continue the discussion groups on a basis that will make them working rather than listening groups.

The Department condemned the political interference in school affairs, passing a special resolution on the unwarranted refusal of the Massachusetts state authorities to reappoint Payson Smith as Commissioner of Education.

The formal resolutions repeated the well-known principles of educational organization to which the Department has adhered for many years. It urged in addition, the development of adult education, and requested the strengthening of research service so that its benefits might be extended to small communities and rural areas. The Department commended the study of small schools and the solution of their problems, particularly in situations where small units cannot be eliminated. The following resolution was adopted on the financing of education:

We believe that the financing of such a program as is embodied in these resolutions demands:

1. The development of a broader tax base which will secure the needed revenue and equalize the financial burdens and obligations among the respective sources of wealth and the determination of such a broader base through the appointment of expert nonpolitical tax commissions.
2. Larger units of taxation and educational administration, with the consequent reduction of overlapping in governmental functions.
3. An equitable system of state aid based upon the prin-

ciple of taxing the wealth of the state wherever it may be found for the support of the education of the children of the state wherever they may be located.

4. A system of federal aid similarly based upon the principle of equality of educational opportunity for all the children of the United States. Such aid should be administered by the state departments of education of the several states on a scientific equalization basis but entirely divorced from federal control.

5. Determined opposition to national groups which advocate fixing the limit of free public education at the elementary-school level, and to leagues and alliances which are trying to emasculate the public-school program to protect wealth from taxation.

The Association deplored the expenditure of federal moneys for expenditures of education by laymen in Washington. The Department insisted that education must be free from partisan politics and that the administration of the schools, the development of school policies, the selection of teachers, and the enactment of educational legislation should be determined solely by their contribution to the common welfare and only upon the advice of competent educational leadership.

Although the demand for academic freedom was frequently heard in the papers and addresses during the week, the Department limited itself to a very mild request for freedom to teach facts and conditions on problems of public concern, without imposing upon the pupils any views of pressure groups.

The Election of the President

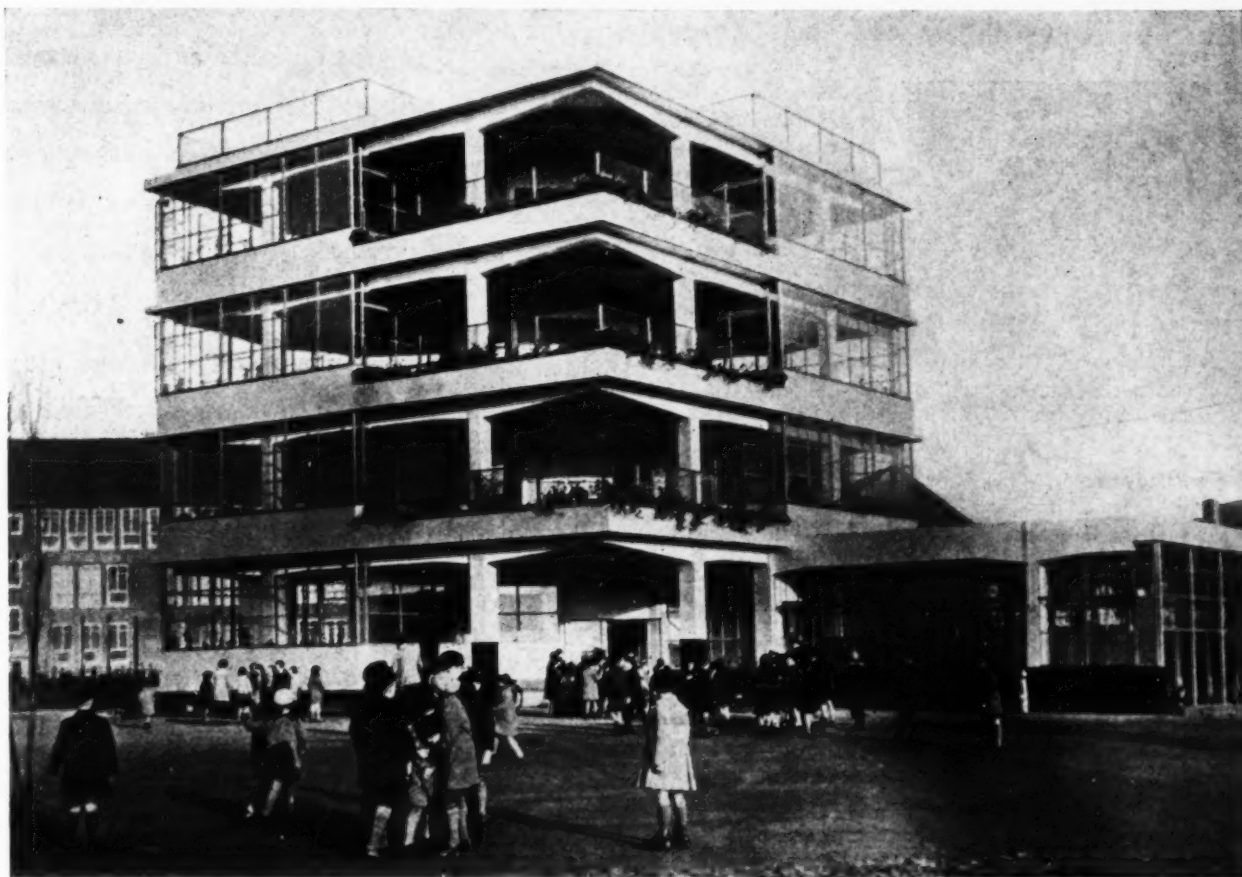
Three candidates for the presidency of the Department were Mr. William J. Bogan, Chicago, Mr. A. L. Threlkeld, of Denver, and Mr. C. R. Reed, of Minneapolis. The vote resulted in the election of Mr. Threlkeld.

The Exhibits

The exhibits which were housed in the well-appointed basement of the St. Louis Auditorium, included nearly 250 displays of school furniture and equipment, teaching aids and supplies, text and reference books. Better than ever before were the efforts to demonstrate the educational appliances and school equipment under modern instructional conditions. The exhibits as a whole gave evidence that the educators of the United States are filled with a new enthusiasm that is fully replacing the pessimism of the depression years. A progressive movement of school improvement is going forward at an unprecedented pace. The financing of the schools is becoming easier. The new developments in secondary education and adult education, and the reconstruction of the elementary schools along progressive lines point to a period of new and higher efficiency for the public-school system.

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RECENT SCHOOL LAW DECISIONS

Patrick J. Smith, Supreme Court Law Library, Indianapolis, Indiana

The board of education is not an insurer of the safety of a high-school student, therefore it is not liable to a student for injuries sustained in a fall while the student was participating in a relay race. *Cambareri v. Board of Education of the City of Albany*. 284 N. Y. S. 892. January 9, 1936.

A mat slipped on the gymnasium floor and Anthony Cambareri fell. As a result "of this fall his right knee was floor burned . . . and his left leg was injured . . . in cases such as this, the law is dealing with practical affairs of life, and the standard here is the practical and reasonable conduct of ordinary, practical, and reasonable men. In the light of realities and actualities, we judge by a standard of what is reasonably possible of accomplishment, rather than by the standard of an unattainable ideal.

"The defendant was not the insurer of plaintiff's safety. Common experience teaches us that innumerable hazards surround the individual, and injuries thereby are suffered, despite the exercise of proper care and for which no legal liability attaches to anyone. Slipping and falls frequently occur on floors when no implication of carelessness arises. In any physical exercise there is, of course, some chance of injury, but it cannot be said that it is unreasonably dangerous to require students to engage in ordinary physical exercise; in fact, the state requires such physical training. . . ."

Not Compelled to Re-elect Substitute

A teacher who was employed as a substitute teacher for two thirds of each school day, after serving on probation for three consecutive years, was not thereby re-elected so as to become a permanent employee. (January 20, 1936.)

The California District Court of Appeals, in the case of *Hogsett v. Beverly Hills School District*, 43 Pac. (2) 1009, said: "It is necessary to determine what is meant by the word re-elected as that word is used in Section 5.500. There is a wide distinction between the status of probationary and permanent employees on the one hand, and substitute employees on the other; the former, as the classification indicates, have positions of their own from which they cannot be removed, except for cause and after a hearing; the latter have no positions of their own but occupy, temporarily, positions belonging to probationary or

permanent teachers. Furthermore, teaching as a substitute does not qualify one to become a permanent teacher. . . . Permanent or probationary teachers are employed for a year. Substitute teachers are employed from day to day and may be dismissed at the pleasure of the board. The petitioner claimed that when she was employed as a substitute teacher she was re-elected within the meaning of section 5.500. We are unable to agree that this is true. We think the re-election intended by the Legislature is one which would result in the retention of the employee for another year in that class of employees to which the employee re-elected belongs; in other words, that the employee must be elected to a position of his own, having previously held either a probationary or a permanent position. . . ."

"The petitioner's status is governed by the law and by the conditions of her re-employment. The number of days she may have served as a substitute teacher has nothing to do with her classification. The fact that she was allowed to work two thirds of each school day is a mere circumstance. The board was under no obligation to furnish her employment if there were employed in the district sufficient regular teachers to do the necessary teaching. Whether the petitioner worked one day during the year, or every day, makes no difference. In either case, she was merely a substitute teacher. It appears that if the petitioner had not been employed as a substitute teacher she would not have been re-employed at all. In fact, the board had refused to employ her in any other capacity. We cannot subscribe to the belief that she has been accidentally or inadvertently classified by the board as a permanent teacher. The board understood that the petitioner was not being re-elected for the next succeeding school year, and we think the board was undoubtedly correct in this understanding. . . ."

No Right to Attend School in Another District

Pupils attending a high school in another district other than that in which they reside, acquire no vested right to attend such school, the Supreme Court of California has ruled in the case of *Fillmore Union High School District of Ventura County v. Cobb*. 53 Pac. (2) 349—(Prior case reported in SCHOOL BOARD JOURNAL for July, 1935, page 46).

"The fact that certain pupils who reside in other school districts had attended the Ventura Union High School, prior to the adoption of the terms and amount of tuition therefor by the superintendent of schools,

does not estop that officer from fixing the terms and conditions referred to in Section 3.301 of the School Code. Such students were evidently attending that school unlawfully. The privilege of attending a high school other than the one situated in the district in which the pupil resides, is a mere permissive right, dependent upon the previous adoption of the terms and conditions therefor by agreement of the respective school boards, and upon their failure to do so by the superintendent of schools. The pupils acquired no vested right to attend the Ventura school by previously unlawfully doing so."

Problems Submitted to School Authorities

Questions of fact must be first submitted to school authorities and statutory appeal from their decisions exhausted before the courts have jurisdiction. *State ex rel Nevills v. Sanderson*. 888 W. (2) 1069. Texas, December 19, 1935.

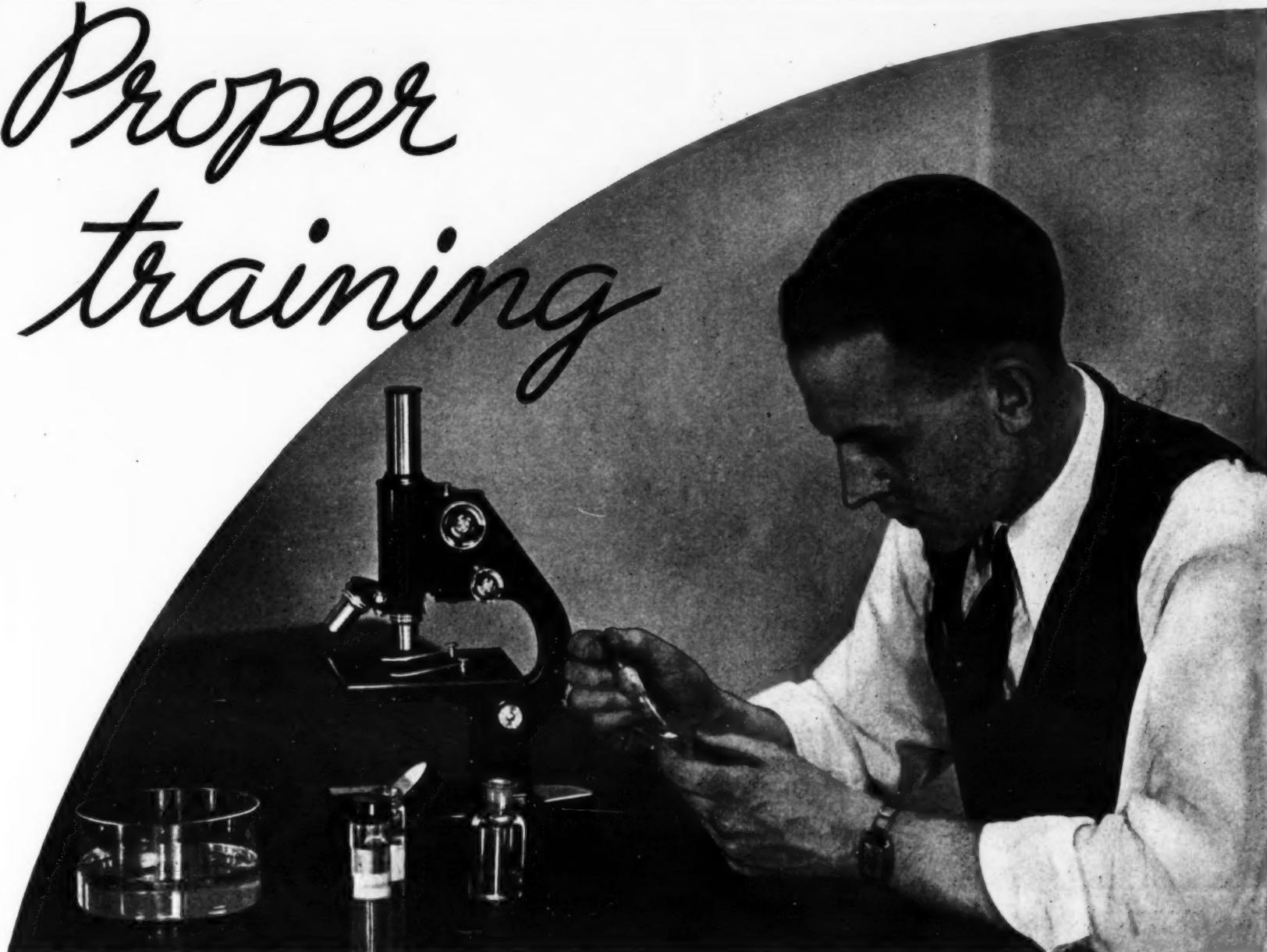
" . . . It is a well-established rule that in all matters pertaining to the administration of school laws, involving questions of fact as distinguished from pure questions of law, resort must first be had to the school authorities, and the method of appeal there provided for exhausted, before the courts will entertain jurisdiction of a complaint with reference to such matters. . . . According to the allegations of the plaintiff's petition, Sanderson was appointed to fill a vacancy on the board of trustees of Common School District No. 1 by the board of trustees of Limestone County. It was further alleged that he had taken the oath of office and was acting as such trustee. Under these circumstances he was at least a *de facto* officer. His appointment was not wholly void, but its validity depended on a question of fact—whether he could read and write and whether he had paid his poll tax. The duty of first determining these questions of fact was placed with the county superintendent, and, until his jurisdiction had been invoked and a ruling had thereon, the courts were without jurisdiction to act in the premises. . . ."

Publication of Bond Issue

The publication of notice of a bond issue is sufficient, if published in only one county paper, even though the school district was composed of parts of two counties. The California District Court of Appeal held. *Sacramento County v. Stephens*. 53 Pac. (2) 197, January 4, 1936.

" . . . We are of the opinion the statute does not
(Concluded on Page 60)

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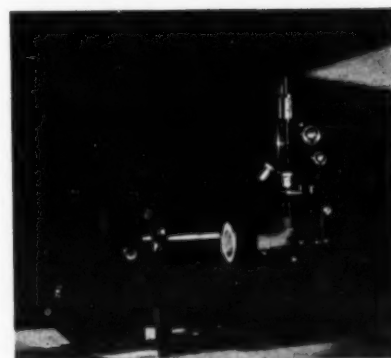
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(Concluded from Page 58)

require the publishing of notice of the time and place of a bond election in more than one newspaper of general circulation in the district, even though the district may be comprised of portions of two or more counties in each of which there may be such newspapers. Section 4.961 of the School Code provides that: 'If there is a newspaper of general circulation published in any county in which any part of the district is situated, the notice must be published therein at least once in each calendar week for three successive calendar weeks prior to the election.'

"This section may be reasonably construed to mean that if there be one or more newspapers of general circulation published in any county, a portion of which is included in a joint school district, the notice must be published in one such paper. The section contemplates the publishing of the notice in only one newspaper. It does not require the publishing of the notice in each newspaper of two or more counties, portions of which may constitute a joint school district. If that had been the intention of the Legislature, it would have been very easy to have clearly so stated. The statute might then have said, 'If there are newspapers of general circulation in one or more counties, parts of which belong to the same joint district, notices must be published in at least one such paper in each of such counties.' . . . The publication and the posting of notices of the election are deemed to be merely directory, and not mandatory in their application to a proceeding affecting the validity of the bonds, after they have been carried at an election otherwise conducted according to law. . . ."

Revision of Gift to School

A deed to commissioners for purposes of education and worship which did not contain a provision for reversion conveys the entire interest in the land.

In the case of *Boyd v. Ducktown Chemical & Iron Co.*, the Tennessee Supreme Court said, ". . . As the deed from John Davis to Caldwell, Mastin and Elias Davis, Commissioners, contained no provision for reverter to himself or his heirs in the event the land should cease to be used for worship and education—schoolhouse and church—although the proof shows that, if there ever was any schoolhouse or meeting-house on this acre, it has long ago disappeared, the complainants cannot base any claim to it, because their ancestors' title was wholly conveyed away. . . ."

"It is well settled that a mere expression of a gen-

eral purpose in such a conveyance is not construed to create a condition which would work a forfeiture for the cessation of the use specified. 'Such conditions, when relied on to work a forfeiture, must be created by express terms or clear implication, and are construed strictly' . . ." 89 S. W. (2) 360, January 11, 1936.

Superintendent Liable for Funds

The bond of the county school superintendent covered all funds in the superintendent's hands. The Georgia Court of Appeals decided in a suit by *J. E. Thomas v. J. W. Landrum*, 183 Southeastern 140, December 13, 1935.

"It is one of the duties of a public official intrusted with public moneys to keep them safely, and this duty of safe custody must be performed at the peril of the official. In effect, according to the weight of authority, a public officer is an insurer of public funds lawfully in his possession, and therefore liable for losses which occur without his fault. He is answerable in all events. The liability is absolute, admitting of no excuse, except perhaps the act of God or the public enemy.

"In most jurisdictions the rule is firmly established that a public official, intrusted with the custody of public moneys, is personally liable for their loss through the failure of the bank in which he has deposited them, however careful and prudent he may have been.

"So when a county school superintendent makes a general deposit of the funds of the county board of education in a bank, which are lost on account of the subsequent failure of the bank, he is liable therefore on his official bond as county school superintendent, although he believed the bank solvent at the time of the deposit, and up to the time of its failure it was so regarded and reputed by the public."

Payment for Extra Teaching

Teachers who were employed for four and one half months when schools were closed could not recover salaries for an additional period of the school year when they could not meet the conditions imposed by the Emergency Relief Administration by whose aid the term was continued. *Jones v. Vernon Parish School Board*, January 6, 1936, 165 So. 310—reversing 161 So. 357.

" . . . When we consider that the plaintiffs had no contract such as the law requires and that the budget appropriation was limited to the maintenance

of the public schools for four and one half months, and that the schools were reopened thereafter under entirely different conditions, which plaintiffs did not or could not meet, we see no legal justification in holding that the defendant was estopped from submitting those facts in support of its contention that the reopening and continuance of the schools for four additional months was the result of conditions nonexistent at the time of plaintiffs' employment and conditions that the plaintiffs did not or could not meet. . . ."

School Districts as Political Subdivisions of State

School districts are political subdivisions of the state, are municipal corporations, and are created for public purposes only.

In the case of *Clough v. Osgood*, 182 Atlantic 169, the New Hampshire court held that "School districts, like counties and towns, are political subdivisions of the state made for the convenient administration of the government. . . . Like towns, they are municipal corporations. . . . Every municipal corporation has two characteristics, at least, common to every other. First, each has a definite territory, assigned by special or general legislative act, which is its field for administrative action. Second, in order that administrative action may be more convenient, each is given a corporate entity.

"It is possible that an act of the legislature assigning the whole administrative territory of one district to another, without language importing an intention to abolish the former district, should be construed to dissolve the corporate entity of the former, except for the purpose of winding up its affairs. But however this may be, a contrary construction is indicated, if the acts transfer only a part of the administrative territory, for the district would still be in need of its corporate entity to perform its administrative duties in its reduced territory. Otherwise in such a case the needs of the remaining territory, if met at all, could be met only with increased inconvenience and perhaps with confusion. Unless the legislative intent to abolish the corporation appears, the ordinary construction of such an act would seem necessarily to be that a district losing a part of its territory will nevertheless be intended to continue its corporate existence in its narrowed field of operation.

"Municipal corporations are created for purely public purposes. Consequently they may be altered, modified, or divided as the legislature deems that public convenience or necessity requires. . . ."

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Audrey Sandhenreich (9½ sec.); Ruth Staley (9 sec.)
- Seated Lillian Clifton (8 sec.); Elizabeth Schwartz (7 sec.)
- Not in Photo Jane Frazer (8 sec.); Dorothy Burlen (9 sec.)
Edna Schmidt (9 sec.)
- Miss Elizabeth Schwartz holds the new record of 7 seconds

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Teachers and Administration

♦ Sheboygan, Wis. The board of education has adopted regulations governing partial salary restorations, effective January 6, 1936. Under the new policy, salary cuts in effect since 1932, have been restored by 5 per cent, according to a definite schedule. The salary restorations apply to all teachers with an A, B, and C rating, provided all schedule requirements and board regulations have been met. The salaries of teachers with D and E ratings will remain at the present level. Principals are classified under five groups, with a maximum salary assigned for each group.

♦ Newburgh, N. Y. The board of education has voted to discontinue the voluntary refunds of school employees as of February 1, 1936. These refunds, varying from 3 to 8 per cent, had been in operation for three and one-half years, and had saved the taxpayers approximately \$90,000. During this time, the salary schedule has not been jeopardized, the retirement status has not been impaired, and no employee receiving \$1,200 or less was asked to contribute.

♦ Montclair, N. J. The school board will continue the present teachers' pay cuts.

♦ Rock Island, Ill. The school board has received a report on a salary survey, which would restore salaries of teachers to the predepression level and increase the salary appropriation \$37,000 for the 1936 season, and \$24,000 for the 1937 season.

♦ La Crosse, Wis. The school board has asked permission of the city council to restore one half of the 10 per cent salary reductions for teachers and school employees.

♦ Whitman, Mass. The school board has asked for an appropriation of \$1,918 for the restoration of 5 per cent, or one half of the teachers' salary cuts and limited sick leave, effective September 1, 1936.

♦ Muskegon, Mich. The board of education has voted to give a flat 10 per cent salary increase to all school employees, effective April 1, 1936.

♦ Elyria, Ohio. The school board has voted salary increases to teachers, to become effective on June 1, 1936.

♦ Detroit, Mich. Under the approval of the city government and the mayor, the board of education

has restored the ten-month school year in connection with the restoration of the full ten-month salaries to teachers and other school employees.

♦ South Orange, N. J. The school board has taken action to eliminate one half of the salary reductions of school employees. The board made a provision in the budget for the salary increases. The increase until July 1, 1936, will be met from savings in the current budget.

♦ Monson, Mass. A 5 per cent increase in teachers' salaries has been recommended by the school board in its annual budget to the appropriation committee. The increase is intended as a restoration of one half of the 10 per cent salary cut of four years ago.

♦ Quincy, Mass. The school board has adopted a new plan governing cumulative sick leaves for teachers in the city schools. Under the new plan, unused portions of the annual sick leaves will be allowed to accumulate within certain limits. A teacher with five to ten years of service, under the plan, will be allowed a cumulative maximum of twenty days; teachers with from eleven to fifteen years, thirty days; those with longer service would be allowed forty days. The amount due teachers at present will be retroactive to September 1, 1930.

♦ Hartford, Conn. A majority of the finance committee of the board of education has approved a program of budget allocations for the year 1936, calling for the replacement of married teachers at the end of the present school year. The measure was proposed at a budget conference with the officials of the city government and would result in an estimated saving of \$21,245.

♦ Rochester, N. H. Nine married women teachers on the school staff are assured of continuous positions, as a result of a vote by the school board. The board voted against submitting to the state board of education for approval, certain changes in the board's rules and regulations to bar married women from teaching.

♦ A movement to close the Boston Teachers' College until the city's supply of unemployed teachers is exhausted, has been started by the city council. Mr. C. A. Norton, a member of the council, charged that the present system is unfair both to the taxpayers and to the young women who matriculate there in the belief that they will receive teaching jobs upon graduation.

♦ The State Supreme Court of New Hampshire has ruled that it is not unconstitutional for the state legislature to pass an act under which married women would be ineligible to teach in the public schools. The

court pointed out that no one has a guaranteed right to become, or to continue in a position as a public school teacher, even subject to regulation. The ruling was given in a case in Strafford County, where eight married women teachers sought to set aside a rule of the Rochester school board directing that no married women should be elected to any teaching position in the city schools.

NEW SALARY SCHEDULE AT GRAND ISLAND, NEBRASKA

The board of education of Grand Island, Nebr., has adopted a report of the teachers' committee, calling for a new salary schedule for the year 1936-37. The new schedule was compiled by using the 1932-33 salaries as a basis. "An exemption of \$400 has been allowed and 12½ per cent has been deducted from the remainder."

Under the schedule, members of the teaching staff are divided into two groups, comprising A and B teachers. Teachers in Group A, with no experience, will begin teaching at a salary of \$965, and will advance to \$1,045 after one year, \$1,130 after two years, \$1,215 after three years, \$1,275 after four years, \$1,340 after five years, \$1,380 after six years, \$1,425 after seven years, \$1,465 after eight years, and \$1,505 after nine years or more service.

Teachers belonging to Group B, with no experience, will begin at \$800, and will advance to \$835 after one year, \$880 after two years, \$925 after three years, \$965 after four years, \$1,010 after five years, \$1,045 after six years, \$1,090 after seven years, \$1,130 after eight years, and \$1,175 after nine years.

Under the rules governing the operation of the schedule, classroom teachers will be placed on the 1936-37 schedule as far as possible. The customary allowance of \$100 for a master's degree in the junior and senior high schools, and of \$50 for a college degree in elementary schools will be added to the basic salary. Married men employed as classroom teachers will be allowed a bonus of \$100 beyond the amount determined in the schedule. A married man will be given a further allowance of \$50 for each minor child in the immediate family. Principals of elementary schools will be allowed \$250 in addition to such salary as each principal is paid as a classroom teacher. In case a classroom teacher or elementary-school principal is now receiving a salary larger than the amount set in the schedule, the salary of such individual is to remain at its present figure.

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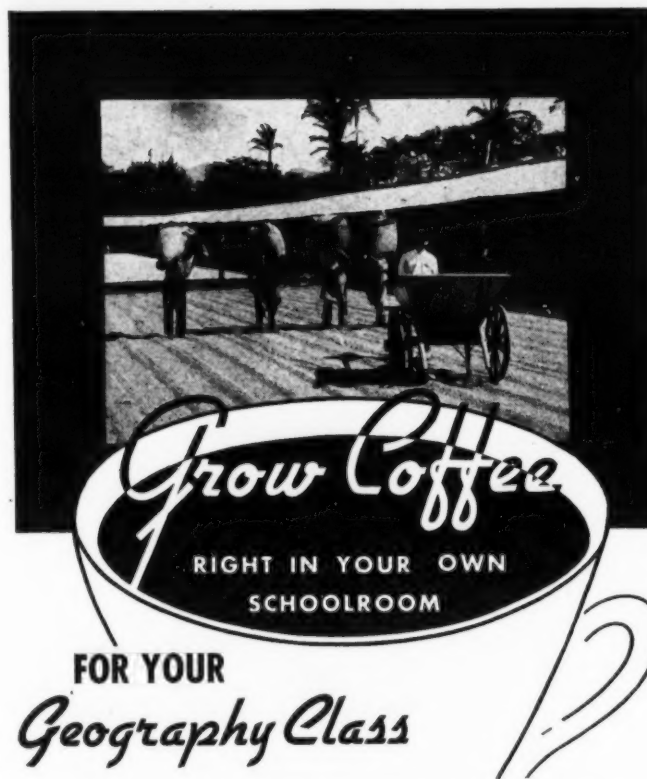
1. The School Printing Department is a Publicity Medium under school control—providing an opportunity to interpret school life and ideals to the school public, and enabling you to sell more completely your Educational program to your Community.
2. A course in Printing motivates and coordinates with all academic work. It is a course in Applied English, Applied Art, Applied History and Geography. It requires clear and orderly thinking in the preparation of forceful composition.
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4. The Printing activity is especially strong in habit-forming values such as accuracy, neatness, correctness in English construction, honesty and truthfulness, all of which are leadership qualities.
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6. The widely varied activities of the School Printing Laboratory, such as presswork, composition, proofreading and art, provide for many individual differences.
7. In the organization and preparation of the school paper, each pupil becomes vitally interested in a civic enterprise by and for all concerned. This group interest provides for the development of cooperative values.
8. In the Printing Laboratory is developed an appreciation of one of the most important of our major industries. This is a consumer value, and all of us are consumers of printing.
9. Good printing requires foresight in planning, initiative, stick-to-it-iveness, and an understanding of human reactions to the printed page. It develops the complete personality.
10. Printing, "The Mother of Progress," and Education are inseparable. This activity provides the opportunity to apply the "Learn by Doing" philosophy to our teaching methods. Learning by Printing is Learning by Doing.
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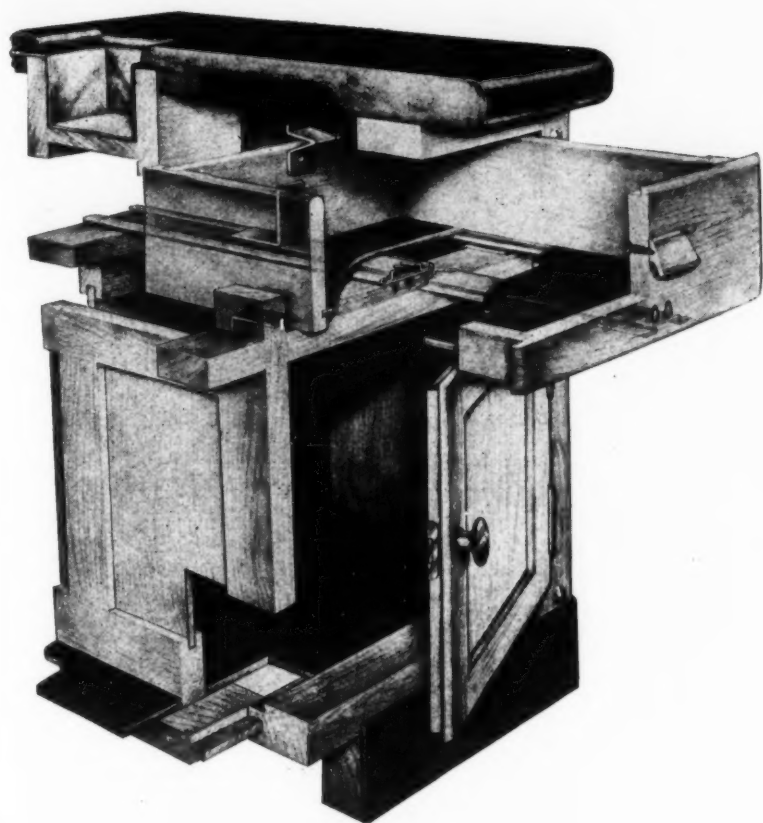


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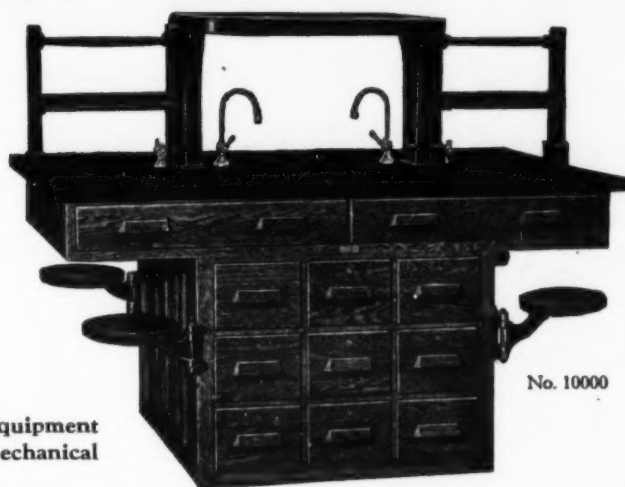


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Book News

Air Conditioning for Comfort

By Samuel R. Lewis. Cloth, octavo. 284 pp. Price, \$2.50. Keeney Publishing Co., Chicago, Ill.

Conditioning the air for home, shop, and office in this highly complex material civilization of ours is gradually settling down to a respectable business with a fundamentally sound scientific base and a superstructure of sales and service and reliable equipment, which though still in a state of flux, are rapidly being represented by organizations of standing and reputation. Lewis's *Air Conditioning for Comfort* will do much to enhance the soundness and respectability of this newcomer to our industrial midst.

The present volume is a thoroughly revised edition of the author's first presentation, and embodies the observations garnered from daily experience by one who is an expert in this interesting field. His efforts at simplification as well as his suggestion to use the psychometric table rather than the chart are most commendable. The author deserves well of the profession for his tendency to substitute pounds of air for cubic feet of air as the unit for computations, as also his insistence on the use of a combined chart instead of a separate sheet for each room of a house or office building under survey for air conditioning.

Mr. Lewis's soundness and reliability, however, are nowhere so evident as in his insistence that "no royal road to the goal of learning the computed demand for an air-conditioning system has as yet been discovered." He has done much to place this industry on a sound basis and keep it out of the hands of charlatans when he adds that "the only safe way is to work each case out in detail."

The present is the best book on air conditioning that has yet come to the attention of this reviewer. The author has written not only a thoroughly sound volume from the technical standpoint, but what is far more difficult, he has written a really intelligible volume even for the nontechnically trained. This should make the present volume most acceptable as a text, particularly, for the training of mechanics, salesmen, and service personnel.

Perhaps Chapter 11, dealing with *Air Distribution within Rooms*, might well include a more detailed

consideration of duct systems for homes. The author could be relied upon, using the present volume as a criterion, to provide sound methods of approach and suggestions for application in this important sector of air conditioning. The fabrication of ducts and their fittings by the larger steel producers will shortly make possible the installation of ducts for both heating and cooling at reasonable costs. The approach to the computations and other technical details could well be dwelt upon at some length.

Air Conditioning for Comfort can be enthusiastically recommended as a text for the student and as a guide for the layman. — H. A. F.

The Gateway to American History

By Thomas B. Lawler. (Revised Edition.) Cloth, 368 pages. 96 cents. Ginn and Company, Boston, Mass.

The Lawler histories are well known for vivid, interesting narrative, impartial accuracy, good illustrations, progressive pedagogy, and general teachableness. This latest revision with a standard vocabulary for the upper fifth and the sixth grade presents an excellent practical introduction to American history. It tells the story of mankind briefly from the days of the Egyptian kings (about 3400 B.C.) to the fall of the French in America.

The rewritten text includes the results of recent researches in the Orient. The illustrations have been chosen for the stories they tell. Teachers will find plenty of modern exercise and test material.

Thoughtful English Composition

By Fred G. Fox. Cloth, 195 pages. 96 cents. The Bruce Publishing Company, Milwaukee, Wis.

Dr. Fox has endeavored to write a textbook for the first year of high school that would avoid some of the faults so often attributed to the English course; namely, lack of articulation with life needs, lack of attention to thought development, and the obscuring of fundamental principles by a mass of detail. He focuses attention upon essentials with particular stress upon an understanding of why the student must learn these essentials. He shows the student where to get thoughts for expression and how to organize these thoughts, thus teaching him not only how to write a composition, but also how to study a lesson in history or science. He makes use of the method by which R. L. Stevenson and Benjamin Franklin learned to write; i.e., by imitation. For this purpose, he has supplied a number of extracts from such writers as Irving, Stevenson, and Hamlin Garland.

The thoughtful element is in evidence throughout the book; it is especially prominent in such chapters as Observation, Learning to Argue, The Abstract, etc.

County Unification in Kansas

By Harrison L. Euler. Cloth, 92 pages. Bureau of Publications, Teachers College, Columbia University, New York City.

This study concerns itself with the basic plan of government as applied to the several states and the administrative units therein. It proceeds upon the thought that the several units were originally wisely planned and served their purpose well. With the changes that come in the mode of transportation, communication, and the shifting of population from rural to urban centers, the present political divisions no longer serve advantageously.

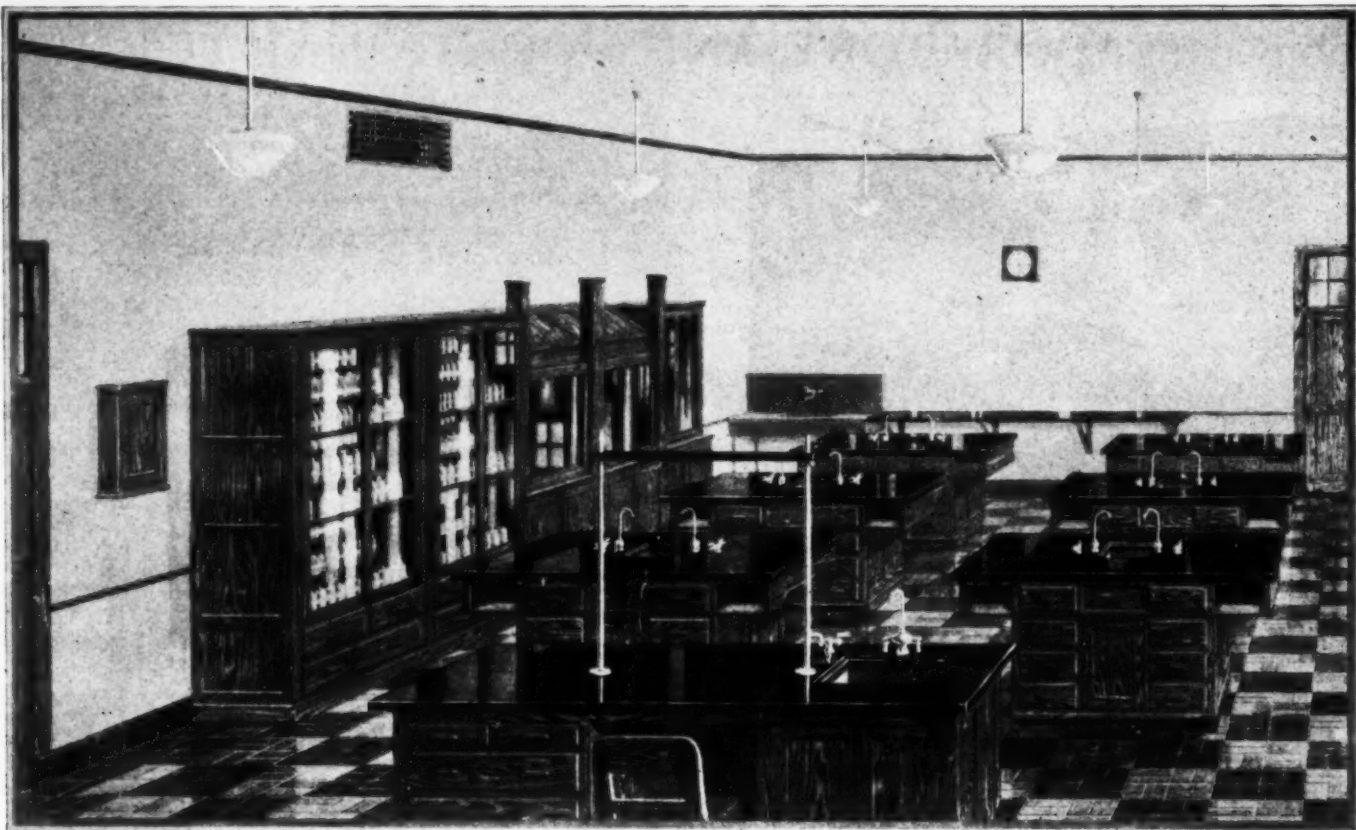
It is argued that in the multiplicity of units of government, there is a waste as well as inefficiency. There are units whose economic weakness does not warrant the expense of a separate governmental structure. There are counties that could advantageously be consolidated with adjoining counties, and there are districts, towns, and villages that should be merged into larger units of control.

"A national movement to reorganize local government in the direction of eliminating some of the tax burden which now bears so heavily on farms is in order," President Franklin D. Roosevelt is quoted as saying. "There are too many taxing districts, too many local units of government, too many unnecessary offices and functions. The government underbrush which has sprouted for years should be cleared away."

The author employs the State of Kansas as the basis of his study and brings to the surface the inconsistencies and superfluities in carving the area into numberless units of government.

In arguing for unification or consolidation, he points out the economic advantages and the increased efficiency to be gained. The study also contemplates the school interests which he holds are vitally concerned in a reorganization of the plan of government.

In summing up the results of his study, the author reaches four general conclusions as follows: (1) Owing to modern means of communication, transportation, and business administration, local economic and social activities have materially expanded. (2) Because of this expansion, the existing local educational and governmental units have largely outgrown their usefulness and require reorganization and rehabilitation in the face of modern conditions and demands. (3)

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This needed change is being retarded not so much by economic forces as by concomitant factors which are socio-psychological in nature. (4) These ideological obstructions can be removed through an efficiently organized and administered program of adult education.

Everyday Life Pre-Primer

By Ethel M. Gehres. Paper, 44 pages. John C. Winston Company, Philadelphia, Pa.

Illustrated with photographs.

First Course in Algebra

By Harry C. Barber and Elsie P. Johnson. Cloth, 444 pages. Price, \$1.24. Houghton Mifflin Company, Boston, Mass.

The distinguishing feature of this complete first-year algebra is the extensive drill material arranged particularly for the benefit of students who do not possess natural mathematical gifts. The reviews and tests are of the diagnostic type and the ample drill material makes reteaching of topics easy and effective. The special honor work is introduced for fast students.

Up in the Attic

By Cora R. Kelly. Cloth, 32 pages. Price, 80 cents. Bruce Humphries, Inc., Boston, Mass.

A series of brief poems. The title, "My Dolls," would be more expressive of the contents than the title which has been used.

Prognostic Value of University Entrance Examinations in Scotland

Cloth, 207 pages. University of London Press, Ltd., London, England.

The original study was initiated by the International Institute of Teachers College, Columbia University.

Some Recent Trends in State School Legislation

By Walter D. Cocking. Published by the research division of the National Education Association, Washington, D. C.

An analysis of the problems pertaining to the control, organization, and administration of a state school system, and a study of the legislation dealing with various phases of the school problem.

Monroe's Reading Aptitude Tests

By Marion Monroe. Table of percentiles, reading aptitude tests, and manual of directions. Price, 50 cents a set. Houghton Mifflin Company, Boston, Mass.

These tests are planned for exercises in reading during the first month of attendance in the first grade. The test has been carefully standardized.

A First Course in Algebra

By John C. Stone and Virgil S. Mallory. Cloth, 505 pages. Price, \$1.36. Benj. H. Sanborn & Company, Chicago, New York.

A rather complete course. The best feature is the series of tests for retention and reteaching.

Neighbors Near and Far

By Jennie Wahlert and Julia L. Hahn. Cloth, 312 pages. Price, 80 cents. Houghton Mifflin Company, Boston, Mass.

This third reader uses the principles of the earlier books in the Child Development Series to provide six large and carefully integrated units of material. Interest is centered upon reading books and papers, life in Mexico and China, animal life and

farm life "where the tall corn grows." The purposes of lengthening the child's span of attention and of increasing his vocabulary are achieved quite as well as that deeper objective of using reading for helping the child to act in social situations and broaden his general information.

Conduct of the Schools of J.-B. de la Salle

By F. de la Fontainerie. Cloth, 256 pages. McGraw-Hill Book Co., New York City.

De la Salle's rules for the "Conduct of the Schools" is not only one of the classics of French pedagogic literature of the seventeenth century, but is still a living force in the successful high schools and colleges of the Christian Brothers in the United States and in Europe. The present translation is a free rendition of the first printed edition. The volume includes a biographical sketch of the author's life and traces the beginnings of his schools which are now to be found in all the larger countries of the world.

Story Pictures of Farm Foods

Story Pictures of the Farm Series. By John V. Beaty. Cloth, 191 pages. Price, 70 cents. Beckley-Cardy Co., Chicago, Ill.

Second-grade supplementary reader. Excellently illustrated.

Study Arithmetics

Grade Five. By F. B. Knight, G. M. Rich, J. W. Studebaker, and W. C. Findley. Cloth, 348 pages. Scott, Foresman & Company, Chicago, Ill.

Begins with a review of fundamental processes; carries work through fractions to simple measurements. Interest is strongly stressed; social values are sought. Tests, reviews, and drills seek to help the slower children.

Guide to the Children's Hour

Cloth, 266 pages. Price, \$2.75. Houghton Mifflin Company, Boston, Mass.

A guide for teachers and pupils.

First Grade Manual

By Julia L. Hahn. Cloth, 394 pages. Houghton Mifflin Company, Boston, Mass.

While this book is intended for use in connection with the three primers of the Child Development Readers, it is in reality a complete manual on the teaching of reading to beginners.

Exploring in Physics

By Reginald J. Stephenson. Paper, 201 pages. Price, \$1.50. University of Chicago Press, Chicago, Ill.

An introductory work and problem book for college classes.

Parliamentary Practice

By W. Roy Diem. Paper, 165 pages. School and College Service, Columbus, Ohio.

This introduction to parliamentary law covers the commonly accepted practices; it includes also suggestions on the organization of clubs and the conduct of debates and contests, and public speaking.

Statistics of Private Elementary and Secondary Schools, 1932-33

Chapter VI of the Biennial Survey of Education in the United States, 1932-1934. Prepared by Emery M. Foster. Price, 10 cents. Bulletin No. 2, 1936, of the United States Office of Education, Washington, D. C.

The present bulletin gives information on 8,455 schools

reporting to the inquiry. Of those whose reports were studied, 582 were schools of secondary grade, 5,697 were for pupils below secondary grade, and 2,018 were schools having both elementary- and secondary-school departments. In the private schools reporting, the enrollment figures included 1,716,548 in elementary schools, 270,128 in high schools, and 4,837 in college departments. The remainder of the more than 2,000,000 pupils were enrolled in nursery and kindergarten classes. It was estimated that at least 2,324,281 elementary- and secondary-school pupils may be found in all private schools of the country.

In the schools reporting, there were 68,307 elementary- and secondary-school teachers, including 49,132 in elementary schools and 19,175 in secondary schools.

The value of the school plants was estimated at \$693,623,252. The endowment funds for all schools reporting was \$151,117,567.

A Study of the Achievement of Scholarship Holders

By Sarah D. Leeds Miller. Paper, 75 pages. Published by Temple University, Philadelphia, Pa.

Laboratory Materials for Applied Secretarial Practice

By R. P. Sorelle and J. R. Gregg. Paper, 128 sheets. The Gregg Publishing Company, New York, N. Y.

This material consists of illustrations of various business instruments, ranging from simple order forms to an elaborate bill of sale, a power of attorney, and a mortgage. The complete blanks are provided and in the case of certain types of forms in duplicate and even triplicate. The student has here a well-balanced program of secretarial practice work, using materials such as he will find under actual business conditions.

Office Appliance Exercises

By J. T. Ely and A. C. Beaver. Cloth, 144 pages. Price, \$1.66. Gregg Publishing Company, New York, N. Y.

Office work has become mechanized to such an extent that no young person who expects to succeed in a clerical occupation can be considered ready for even a junior clerkship without knowing something about the practical operation of adding machines, calculating machines, duplicators, name and data-writing machines, check writers, dictating machines, mail-handling devices, and bookkeeping machines.

The present book is made up entirely of exercises taken from actual business situations. The appliances and machines are the latest in common use in the United States.

Today's English

By M. R. Trabue and Bessie B. Goodrich. Four books (3rd to 6th grade). Cloth, 232 to 268 pages, illustrated. 72 cents each. Charles E. Merrill Company, New York City.

These books supply a complete plan for a group activity and show how to use oral and written English correctly in carrying out the work. For example, the children of the third grade make a library corner. They appoint committees for various purposes—making the shelves and furniture, painting, getting curtains, plants, etc. They list the names of the children on the committees. They plan to visit a public library to learn how to catalog the books. This involves writing a letter to the librarian, etc.

There are eight such projects for each year, and a progressive development of correct usage or functional grammar. Considerable attention is given to the study of poetry for appreciation and some practice in writing poetry is promoted. The recently revived interest in puppet shows receives due recognition.

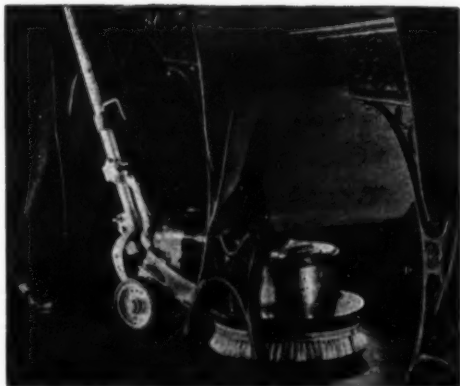


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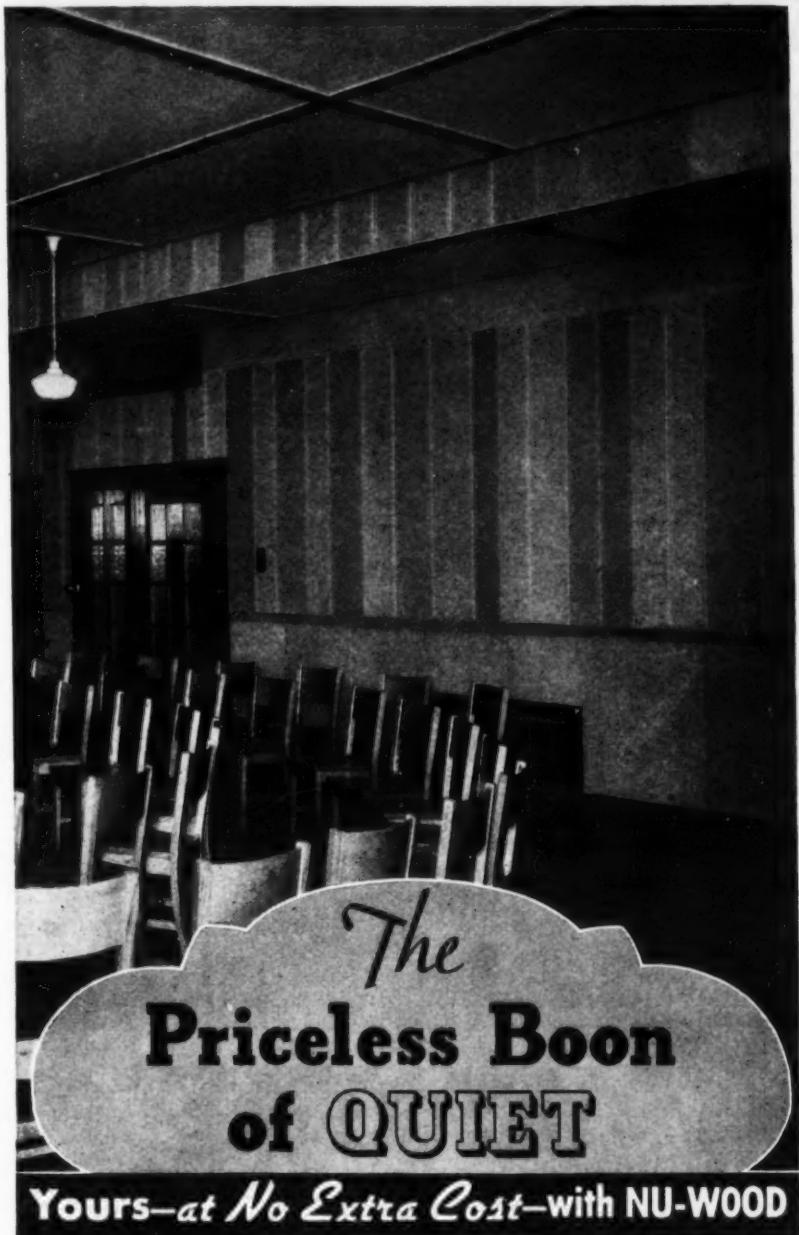
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THE SCHOOL BUSINESS OFFICIALS CONVENTION

The National Association of Public-School Business Officials will hold the 1936 convention at St. Louis, October 12-17. The headquarters will be in the Statler Hotel.

A commercial exhibit is being arranged. Local arrangements will be in the hands of Mr. R. W. Hibbert, director of supplies of the St. Louis board of education.

A regional conference of the Association took place at Chicago on March 14. The speakers included Dr. Arthur B. Moehlman, of the University of Michigan, who spoke on "Long-Range Finance Planning for Public Education"; Asst. Supt. John F. Thomas, of Detroit, who discussed "The Financial Situation of the Detroit Schools"; John Howatt, of Chicago, who discussed "Recent Improvements in Air Conditioning." At a dinner meeting, Dr. Martin H. Bickham, of the Illinois Work Progress Administration, addressed the group on "The Public Schools and the Democratic State."

SCHOOL-BUILDING CONSTRUCTION

In eleven states west of the Rockies, 37 contracts for new school buildings were let during the month of February, at a cost of \$2,837,917. Fourteen additional projects were reported in progress, at an estimated cost of \$1,045,398.

During the month of February, contracts were let to 37 Eastern states for 326 school and college buildings. Dodge reports that the cost of these is \$3,744,000.

SCHOOL-BOND SALES

During the month of February, long-term bonds for school-construction purposes were sold in the amount of \$26,582,435. The largest sales were made in California, \$9,234,000; Massachusetts, \$1,685,850; New York, \$3,619,881; Tennessee, \$1,698,222. During the same period, refunding bonds, short-term notes, etc., were sold in the amount of \$2,186,764.

The average interest rate for all long-term bonds was 3.04 per cent.

Personal News of School Officials

• Mrs. CLAYTON H. RIDGE, a member of the school board of Indianapolis, Ind., has recently been appointed as consultant *ex officio* for the educational policies commission of the N.E.A.

• Mrs. BESSIE A. DOERR, president of the school board of Ludlow, Ky., has suggested that the school board take to the higher court the decision given by the Kentucky Court of Appeals, ordering the reinstatement of J. W. SMITH as superintendent of schools. Mr. Smith was dismissed in March, 1934, following a disagreement between him and the board.

• Mr. CHANCY K. MILTIMORE, a member of the school board of Janesville, Wis., for a number of years, died at his home on February 24, after an illness of several months. Mr. Miltimore was 84 years old.

• The school board of Lee, Mass., has reorganized for the year, with the re-election of Mr. GEORGE S. GORDON, JR., as president, and Mr. CHARLES A. MILLER as secretary.

• Dr. MERTON L. GRISWOLD has been elected as president

of the school board of Uxbridge, Mass. Mr. CHARLES A. LYNCH was re-elected as secretary.

• Mr. KARL K. MORRIS has been elected clerk-treasurer of the school board at Cleveland, Ohio. Mr. V. WARD ASHMAN was named deputy clerk-treasurer.

• Mr. W. E. CONNELL, president of the Bossier Parish school board at Benton, La., died suddenly at his home on February 11, following a heart attack. Mr. Connell was elected a member of the board in 1908, and had filled the office of president since 1917.

• Mr. G. R. FEEMSTER has been elected president of the school board of District No. 19, near Shawnee, Okla.

• Mr. JOHN C. RING has been elected president of the school board of Nantucket, Mass.

• The school board of Falmouth, Mass., has reorganized with the election of Mr. JOHN W. VALLIS as president and Mr. G. W. HANDY as secretary.

• Mr. ROBERT L. MEHORNAY, president of the board of education of Kansas City, Mo., has announced his retirement from the board, after the completion of six years' service.

• Dr. W. M. COTT, a member of the school board of Okmulgee, Okla., for 15 years, died at his home after a brief illness.

• The school board of Billerica has elected Mr. CHARLES E. FAIRBROTHER, JR., as president, and Mrs. WILLIAM SCHMIDT as secretary.

• Mr. EDWIN E. WARNER has been elected president of the school board of Orange, Mass.

• The school board of Harvard, Mass., has elected Miss ANNA SCORIE as president, Dr. GORDON C. RING as secretary, and Mr. EDGAR HARROD as business secretary.

• Dr. WILLIAM J. HOLLOWAY, well-known leader in Maryland educational circles for 22 years, died in Baltimore, on March 14.

Dr. Holloway began his career as a teacher and superintendent in the Wicomico County schools. In 1908 he was a member of the faculty of the Towson Normal School, and in 1917 he became state director of the Maryland rural schools. In 1925, he became principal of the Salisbury Normal School.

• The board of education of Woodstock, Vt., has reorganized, with the election of Mr. EDWARD H. WILLIAMS as president, and Mrs. E. M. CHARON as clerk.

• Mr. FRED E. GLEASON has been re-elected as president of the school board of Montpelier, Vt. Other officers elected were Mr. FRANK C. CORRY, treasurer, and Mr. M. L. KELLEY, secretary.

• The school board of Marblehead, Mass., has reorganized, with the election of Dr. SAMUEL C. EVELTH as president, and Mr. W. G. MARTIN as secretary.

• The school board of Springfield, N. J., has elected Mr. JOHN POTTS as president, and Mr. JAMES M. DUGUID as vice-president.

• The school board of Boonton, N. J., has elected Mr. FRANK H. PIERCE as president, and Mr. FRANK M. HOPKINS as vice-president.

• Supt. SILAS GAISER, of Salem, Oreg., has been re-elected for a three-year term.

• Supt. L. L. KRANTZ, of Adrian, Minn., has been re-elected for another year.

• Supt. T. K. JOHNSTON, of McKees Rocks, Pa., has announced his resignation, to take effect August 1, 1936.

• Supt. V. T. WEEMS, of Vinton, Iowa, has announced his resignation, effective July 1, 1936.

• Supt. E. D. HOLTON, of Monticello, Minn., has been re-elected for another year.

• The school board of Montague, Mass., has reorganized, with the election of Mr. ARTHUR F. MARTINEAU as president, and Mrs. MARY E. ARGY as secretary.

• The board of education of South Amboy, N. J., has reorganized, with the election of Mr. HOWARD W. DILLON as president, Mr. OLIVER W. WELSH as vice-president, and Mrs. LEILA L. NEILL as secretary.

COMING CONVENTIONS

April 1-4. Southeastern Arts Association, at Nashville, Tenn. Miss May Klutz, Atlanta, Ga., secretary.

April 1-4. Western Arts Association, at Nashville, Tenn. Mrs. H. E. Wood, Indianapolis, Ind., secretary.

April 8-11. Eastern Commercial Teachers' Association, in New York City. Mr. H. I. Good, Buffalo, N. Y., secretary.

April 9-11. Tennessee State Teachers' Association, at Nashville. Mr. W. A. Bass, Nashville, secretary.

April 11. California Teachers' Association, in San Francisco.

April 14-15. Wisconsin Music Teachers' Association, at Milwaukee. Miss B. Klingholz, Manitowoc, secretary.

April 15-18. Eastern Arts Association, in New York City. Mr. B. A. Adams, Springfield, Mass., secretary.

April 15-18. American Physical Education Association, at St. Louis. Mr. E. D. Mitchell, Ann Arbor, secretary.

April 16-18. Georgia Educational Association, at Macon. Mr. K. T. Alfreind, Macon, secretary.

April 15-18. Kentucky Education Association, at Louisville. Mr. W. P. King, Louisville, secretary.

April 18. Massachusetts Teachers' Federation, at Boston. Mr. H. Nixon, Boston, secretary.

April 21-23. Massachusetts Superintendents' Association, at Bridgewater. Mr. B. J. Merriam, Framingham, secretary.

April 22-24. Mississippi Education Association. Mr. Walter N. Taylor, Jackson, secretary.

April 22-25. Northcentral Association of Colleges and Secondary Schools, at Chicago. Mr. A. W. Clevenger, Urbana, secretary.

April 23-25. Michigan Industrial Education Association, at Jackson. Mr. A. L. Reagh, Grand Rapids, secretary.

April 23-May 2. Association for Childhood Education, at New York City. Mr. W. E. Bain, Columbia University, New York City, secretary.

April 30-May 2. Schoolmasters' Club of Michigan, at Ann Arbor. Mr. L. C. Mohr, South Haven, secretary.

April 30-May 1. Michigan Schoolmasters' Club, at Ann Arbor. Mr. L. C. Mohr, South Haven, secretary.

May 1-2. National Federation of Modern Languages. Mr. L. Lindquist, Detroit, Mich., secretary.

May 1-2. National Federation of Modern Language, at Detroit, Mich. Mr. L. Lindquist, Detroit, secretary.

May 4-6. Sixth Annual Institute for Education by Radio, at Columbus, Ohio. Mr. W. W. Charters, Columbus, secretary.

May 8-9. American Association of University Women (north-central district), at Milwaukee, Wis. Mrs. W. W. Grieves, Columbus, secretary.

May 11-15. American Medical Association, at Kansas City, Mo. Dr. Olin West, Chicago, Ill., secretary.

May 11-16. American Library Association, at Richmond, Va. Mr. Carl H. Milan, Chicago, Ill., secretary.

"THANK GOODNESS WINTER'S OVER!"



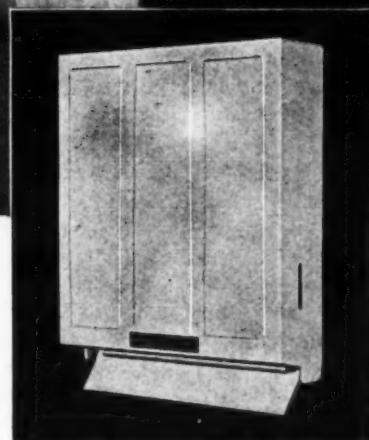
WITH the coming of Spring there's a welcome filling up of vacant seats, an encouraging rise in attendance curves. But in many schools the contrast between seasons is not so marked. Attendance has held up better all winter. For, in spite of reduced budgets, washroom service has been actually improved—and at a saving—with Onliwon Towels. So simple a thing as changing to Onliwon Towels cannot, of course, banish all germs of colds and other infections. Yet it is a fact that this common-sense towel dispensing service reduces the spread of infection.

The sanitary advantages of the once-used paper towel are virtually self-evident. To these Onliwon Towels add other advantages. They are so soft and pleasant to use they actu-

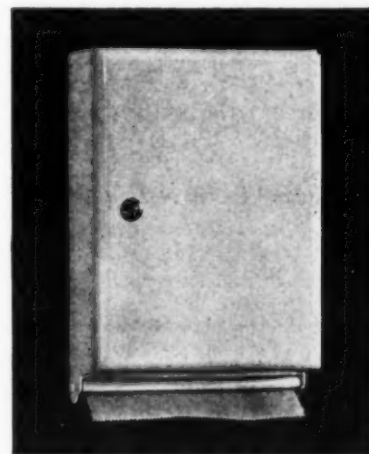
ally encourage frequent hand-washing. At the same time they are so well made for their job it takes fewer of them to dry a given number of hands and faces.

If the washrooms throughout your school system are not already equipped with Onliwon Towels and Tissue, it will pay you to look into the advantages of this washroom service. Both are dispensed economically from fool-proof, trouble-proof cabinets that protect their contents from dirt and wasteful use. Both Onliwon Towels and Tissue give assurance of safety at a saving.

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USE OF SCHOOL PROPERTY BY NONSCHOOL ORGANIZATIONS

(Concluded from Page 19)

which is not embraced in the general school program and which is of a controversial nature liable to arouse ill feeling, jealousy, or dissension, or to lead to misunderstanding, should be rigidly debarred.

"By pursuing this policy in the past, our schools have maintained the confidence and respect of all elements, classes, creeds, and factions. The public schools are supported by the whole body of citizens; within their walls assemble the children of the rich and the poor, the children of parents of every shade of religious belief or unbelief, the children of almost every race and color. Therefore, nothing that will tend to foster intolerance, bigotry, animosity or dissension should be allowed to inject itself into the public school system of this great State. . . ."

THE JAMESTOWN HIGH SCHOOL,

(Continued from Page 36)

In addition to these teaching facilities, spaces are provided on the first and second floors for teachers' rooms with locker and toilet facilities, office and conference rooms for the department heads, and first-aid rooms on each of the three floors. The service of supplies for the building is handled by a large salesroom for student use on the first floor and by smaller storage rooms placed on each floor. Each department and classroom has an individual storage room or storage cabinet. An elevator serving all floors is located adjacent to the general storage room in the basement.

Corridor lockers have been installed for the storing of students' wraps in preference to locker rooms and alcoves, because of the ease of supervision and the necessity of utilizing all available light for classroom and office purposes.

Along the east corridors, which adjoin the auditorium on the first, second, and third floors, dis-

play cases have been installed the full length of the corridors for the display of school exhibits and work of an educational character.

Construction Details

The building is of fire-resisting construction. The exterior walls are of masonry acting as load-bearing walls, with an interior steel-skeleton construction. The floor construction consists of steel joists and a 2½-inch concrete slab. The joists are welded to the steel frame, and the bridging of the joists is also welded in place. All interior partitions, except those for the stair wells, are of steel-stud and metal-lath construction. This construction insures a very light dead-load which is advantageous in a building of this height.

Steel sash and doors are used throughout the building. The sash are of a combination casement-and-projected type, the bottom section projecting in, the top section out, and the center forming a double casement.

The classrooms have wood floors and plaster walls, using a white lake sand finish. Each room contains a small panel for the mechanical instruments, a bulletin board, a mounting board, a map-hanging rail, and the required amount of black-board space. The ceilings are acoustically treated with acoustic cork tile, and all trim in the rooms is of steel, in a baked-enamel finish. The study halls, the commercial and art departments, and the science rooms are finished in a similar manner.

In the library reading rooms, linoleum tile has been used for the flooring, with a wainscot of linoleum wall material. The stack-room floor and the wainscot are of cork tile. In the home-economics department, the floors for the cooking and sewing rooms are of linoleum, with wainscots of linoleum. The living center and bedroom are finished with wood trim, and the bath is tile. The teachers' rooms and offices have linoleum floors. The toilet rooms have ceramic-tile floors, with glazed-brick tile wainscots 6 feet high.

The corridor floors are linoleum-type tile, with a ceramic tile cove base, and the walls are wainscoted with ceramic tile seven feet high in the spaces not occupied by lockers. The corridor ceil-

ings which are of plaster are not acoustically treated.

The walls of the locker rooms, gymnasiums, cafeteria, and the subbasement corridor are finished with glazed-brick tile. The gymnasiums have a wainscot 6 feet high, of canvas-covered cork in the main gymnasium, and wood in the correctional gymnasium.

Mastic tile has been used for the floors of the cafeteria, the basement corridors, and the music room, as these floors are all directly on the grade. The floors of the gymnasiums are of wood, and the main gymnasium floor, directly on grade, is placed over loose plank, bedded down in a layer of tar rock, which produces a very lively floor.

The ceiling of the main gymnasium, which is acoustically treated, is also constructed for sound isolation between the gymnasium and the auditorium directly above. Acoustical correction is provided in the music room.

The stairs are of steel with blue-stone treads, except the stairs to the main gymnasium and the boys' locker room, which are terra cotta to match the glazed-brick walls.

Color Used Freely

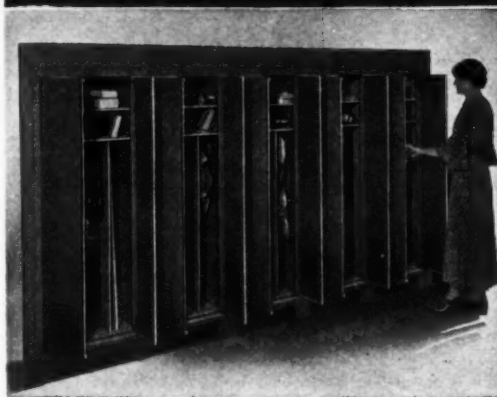
The materials throughout the building adapt themselves to the use of color, which has been incorporated in the design to develop a pleasing and harmonious effect, with enough variety to counteract monotony. The design of the auditorium and its lobbies is modernistic and is based on the treatment of broad surfaces and the use of color. Plywood forms a full-height wainscoting in the lobby, with horizontal strips dividing the various facing woods, which grade from a dark walnut-burl to walnut to satinwood. A plywood wainscoting of matched walnut, applied flush and capped with an inlaid pattern, is provided in the auditorium. This wainscot is carried a full height under the balcony, and extends down the sides to meet the proscenium. The wall trim above the wainscoting consists of broad plaster pilasters. Between the pilasters are wall panels, provided with acoustical blankets, and covered with colored fabric stretched tightly over the space. The fabric is divided into

(Concluded on Page 72)

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THE LOCKEROBE

Provides Absolute "Teacher Control" of the Wardrobe Problem



In Medart Lockerobes, "Teacher Control" means more than the mere simultaneous locking of all doors (a minor feature as wardrobe doors are rarely locked when in use during the day and under the supervision of the teacher).

Lockerobe "Teacher Control" also provides simultaneous opening and closing of all doors by the operation of one pair of master control doors. Thus noise, confusion, and possibility of injury among pupils from individually operated doors, is avoided. Medart "Teacher Control" of the wardrobe problem is complete.

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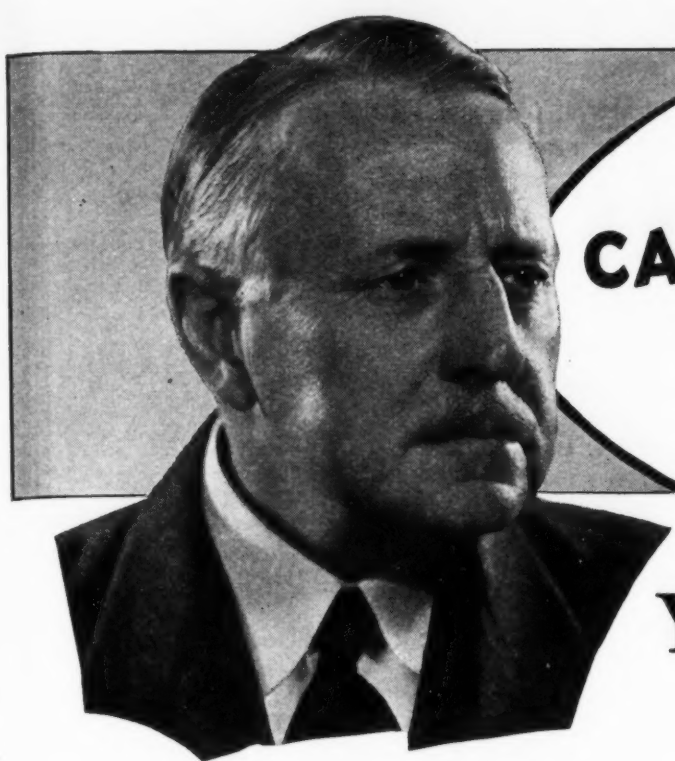
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**YOU MEAN WE
CAN SAVE 40% TO 50%
ON WASHROOM
SOAP COSTS?**

**YES, SIR!... And provide
a *better soap*, too!**

Here's how you can prove it AT OUR EXPENSE!

Accept our offer. Let the Palmolive "Measured Soap" System prove its dollars and cents value

YOU naturally want to give your pupils the finest of washroom conditions. But with a limited budget, perhaps you have felt it necessary to base washroom soap purchases on *price* rather than *actual cost*.

A better system that saves money

Just see the *extra value* the Palmolive "Measured Soap" System offers you.

First, it includes a dispenser that's built to stand up under hardest use. No loose, moving parts to wear out or get out of order. It will not leak, cake or corrode. It *can't* be drained! And it dispenses a *measured* amount of soap! Hundreds of

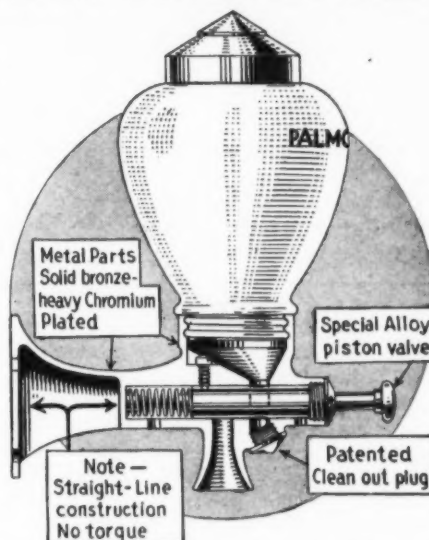
school executives report savings of 40% to 50% on washroom soap costs.

Second, this dispenser uses the world's favorite toilet soap: PALMOLIVE, in a special, free-flowing, *dry* form. It's made only from olive and palm oils. Quickly, yet thoroughly, it cleanses hands and faces.

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Best of all, this Palmolive "Measured Soap" System, with all its advantages, is unequalled in economy! Actually, it *provides 100 washes for 1¢!* And the *big* reservoir holds enough special Palmolive Soap for 300 washings!

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If you are using PWA financing to improve your schools, it will pay you to set aside a small part to install this better, *more economical* dry-soap system *now*!



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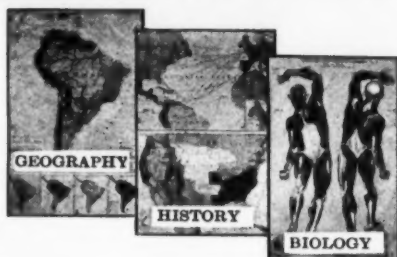
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The Palmolive "Measured Soap" System is just one of the money-saving services we offer you.

If you're interested . . . and you *surely are* . . . in keeping your maintenance cleanliness costs at an economical minimum, let us send you our free manual. Just write for "School Cleanliness Problems." No obligation, of course. You'll find it helpful in choosing the best soap or soap product for every need.

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(Concluded from Page 70)

three horizontal panels and the color is graded from brown to a buff-yellow.

The auditorium ceiling is slightly arched, with a flush type of glass-and-aluminum lighting fixtures incorporated in the design. These lights are placed in longitudinal plaster ribs, extending from the balcony line to the proscenium. The top of the proscenium which is slightly arched, is extended to meet the arch of the ceiling by a series of stepped arched surfaces, in which are provided grilles to the organ space and to the fresh-air supply. The ribs and the plaster of the ceiling are painted in a modernistic design using a light buff, with a blue-green, and terra-cotta border design with aluminum striping.

The mechanical equipment for the building includes a complete ventilating and heat-control system, program clocks, and telephone, fire-alarm, and public-address systems. The ventilation for the classrooms and various departments is of the unit-ventilator type. The auditorium, the gymnasiums, and the cafeteria are ventilated by central fans. All radiators throughout the building are concealed in cabinets or recessed in the walls. The heating plan is housed in a separate building and the mains are carried through a tunnel to the school proper.

The stage of the auditorium is completely equipped with a switchboard and lighting of the most modern type. The picture booth accommodates a stereopticon and two motion-picture machines, as well as a complete lighting equipment for the stage.

The general construction of the building was begun in July, 1934, and except for the auditorium, was completed in September, 1935. The formal dedication took place November 15.

The building, was a PWA project, and was constructed at a cost of 26 cents a cubic foot exclusive of equipment. Messrs. Beck & Tinkham, architects of Jamestown, New York, were in charge of the planning and construction of the building.

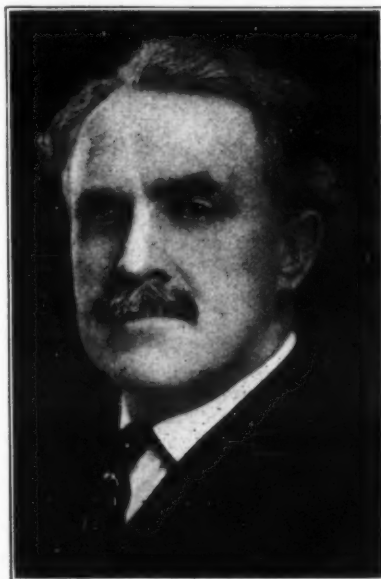
The Industrial-Arts Building was designed and supervised by Mr. Oliver R. Johnson, architect, Jamestown, New York.

SUPERINTENDENT BOGAN PASSES

William J. Bogan, superintendent of the Chicago public schools, died on March 24 after a month's illness. Heart failure followed a protracted attack of hiccoughs. He had been overworked, contracted a severe cold, and became afflicted with digestive disorders.

Mr. Bogan was born October 26, 1870 at Mackinac Island and received his elementary education in northern Michigan. In 1893 he came to Chicago where he obtained a position as teacher in the public schools. In 1905 he was transferred to the Lane Technical High School and remained there as principal until 1924. He was appointed superintendent of schools to succeed William McAndrew in 1928.

While he was teaching in Chicago he secured the degree of Ph.B. from the University of Chicago. Besides his university work he studied engineering at the Armour Institute and music at the Chicago Conservatory of Music. He was for some years considered an authority on vocational education.



WILLIAM J. BOGAN
Superintendent of Schools of Chicago,
1928-1936.

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He entered upon his task as superintendent of the Chicago schools at a trying time. The interference on the part of the politicians with the schools made the work of the superintendent an exceedingly difficult one. Mr. Bogan, however, succeeded in holding the confidence of the professional workers and managed to secure the co-operation of the board of education in rehabilitating the school system. Owing to scandals and political eruptions the morale of the system had been considerably disturbed. Then came the tax calamity during which the teachers were without their pay for many months.

As superintendent of schools, Mr. Bogan held his poise and guided the work of the system with remarkable skill and a minimum of friction. As an educator he commanded the confidence of his associates and co-workers and of the community as a whole.

SCHOOL SITUATION AT AMARILLO, TEXAS

The school situation at Amarillo, Tex., has improved greatly during the school year 1935-36, the finances have improved, teachers' salaries are being slowly but steadily restored, all bills and obligations of the schools are being met, and there is a substantial balance on hand in the operating fund.

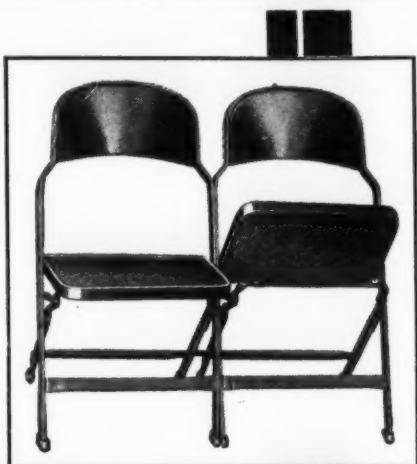
Two salary restorations, one for 7 per cent and another for 5 per cent, have been made effective, following two salary cuts in effect during the period from 1932 to 1934.

The school system has been operated on a cash basis since November, 1933, and only two short-term loans have been necessary. During the period from 1932 to 1933, a series of tax warrants were issued to meet salaries during a brief period when funds were insufficient to meet the payrolls. The improvement in the financial situation has made it possible for the school board to pay all operating obligations up to the end of the fiscal year, August, 1935, and there is now a balance of \$67,000 on hand in the operating fund.

The interest and sinking fund is in very satisfactory condition, with cash on hand well over the necessary requirements. The school system has not defaulted in any principal or interest payments, and the tax collections are improving steadily.

The school board has completed plans for the erection of a junior college building, at a cost of approximately \$120,000. The building will be erected with the aid of a PWA grant of 45 per cent of the construction cost. The federal aid, together with a slight raise in taxes for a two-year period will, it is expected, pay for the new building in two years' time without resorting to the necessity of a bond issue.

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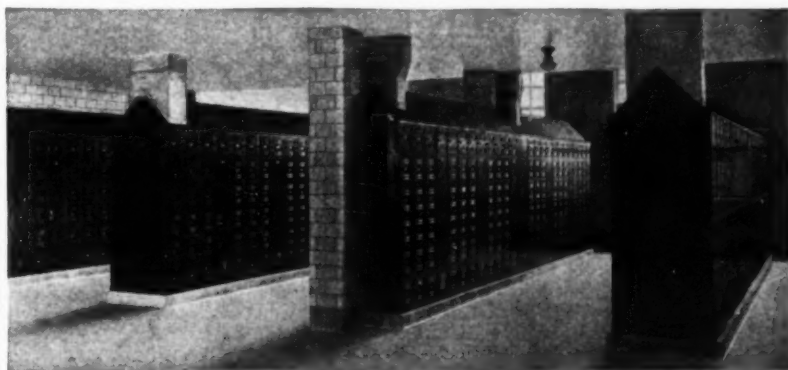
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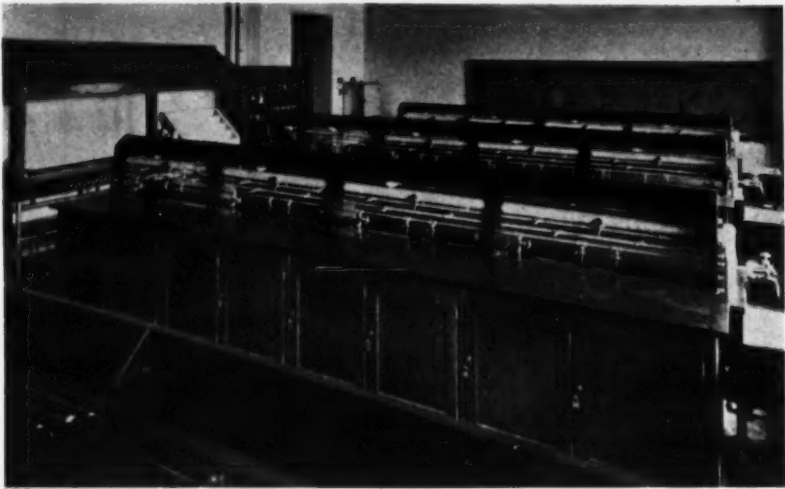
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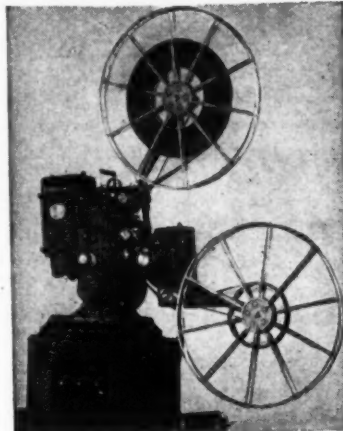
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Personal News of Superintendents

• Supt. C. L. EDWARDS, of Salem, Ill., has announced his resignation, to take effect at the close of the school year in June. Mr. Edwards will complete 14 years of service in the schools.

• Supt. W. L. GARD, of Beardstown, Ill., has been re-elected for another term.

• Supt. H. R. LISSACK, of Rochelle, Ill., has been named a member of the state education committee, which has been given the work of preparing the program for the development of a new curriculum for the elementary and high schools of the state.

• Supt. W. W. FAIRCHILD, of Rutland, Vt., has been re-elected for another year.

• Mr. C. J. WALL of Maynard, Minn., has been elected superintendent of schools at Farmington, Minn. An item announcing his election at Montevideo is an error.

• Supt. E. JORGENSEN, of Selby, S. Dak., has been re-elected for a two-year term, at an increase in salary.

• Prof. GEORGE H. BALDWIN, formerly chief of the division of promotion and supervision of public education in the Rhode Island State Department of Education, has been appointed to succeed the late Dr. Charles Carroll as a member of the faculty of the Rhode Island College of Education. Mr. Baldwin, a graduate of the Rhode Island State College, has been associated with the state department of education since 1922. Previously he had been an instructor at the college.

• Supt. S. M. LEGER, of Burchard, Nebr., has been re-elected for another year.

• Supt. W. L. ADAMS, of Sturgis, Mich., has been re-elected for a three-year term.

• Supt. E. B. WHALIN, of Roulund, Ky., has been re-elected for a third consecutive term.

• Dr. JAMES G. RIGGS, principal of the State Normal School of Oswego, N. Y., from 1913 to 1933, died at his home on February 20. He was 74 years old.

• Supt. WILLIAM F. KNOX, of Jefferson City, Mo., has been re-elected for another term. Mr. Knox has completed ten years of service in the city schools.

• Supt. R. E. MILLER, of Worthington, Minn., has been re-elected for the next year.

• Supt. FRANK HENDERSON, of Santa Ana, Calif., has been re-elected for a four-year term.

• Mr. A. C. BARKER, for the past 16 years superintendent of schools at Palo Alto, Calif., has announced his retirement at the close of the school year in June.

• Supt. P. M. VINCENT, of Stevens Point, Wis., has been re-elected for a three-year term.

• Supt. O. L. DAVIS, of San Benito, Tex., has been re-elected for another year.

• Supt. WALDO L. ADAMS, of Sturgis, Mich., has been given a new three-year contract.

• Mr. J. PAUL BURKHART, formerly principal of the schools of Peters Township, Franklin County, Pa., has been appointed assistant superintendent of schools of Cumberland County.

• Mr. WILLIAM P. EVANS, principal of the Rock Spring School, St. Louis, and a former state superintendent of schools of Missouri, died on February 8, at the age of 75.

• Mr. LEONARD YOUNG, superintendent of schools at Duluth, Minn., since 1923, has announced his resignation, to take effect at the close of the school year in June. Mr. Young has been connected with the Duluth schools for a quarter of a century.

• Supt. WILSON EVANS, of Berea, Ky., has been re-elected for a three-year term.

• Mrs. FLORENCE I. GAY has been appointed supervisor of elementary education for the State of Massachusetts. She succeeds Dr. Burr Jones.

• Dr. JOSEPH M. GWINN, formerly superintendent of schools at San Francisco, Calif., has become acting head of the teacher-training department in the San Jose State College.

• Dr. FRANK P. GRAVES, New York State Commissioner of Education, received the medal awarded annually by the Academy of Public Education for distinguished service to education, at the annual meeting held on February 18.

• Supt. E. L. MCNEILL, of Guymon, Okla., has been re-elected for another year.

• Supt. E. B. THOMAS, of Vicksburg, Mich., has been elected president of the Kalamazoo County District of Michigan Education Association.

• Dr. JOHN GUY FOWLKES, professor of education at the University of Wisconsin, has been made director of a study of the reorganization of a long-term public-school program for the State of Wisconsin. The Federal Government has appropriated \$93,225 for the work.

• Supt. W. E. WEAVER, of Morrison, Ill., has announced his retirement with the close of the school year in June.

• Supt. S. H. BERG, of Rock Island, Ill., has been re-elected for another three-year term.

• Supt. G. L. JENNER, of Bay City, Mich., has announced his retirement with the close of his term on August 1.

• Mr. ROBERT R. STILWELL, formerly principal of the high school at Wheelersburg, Ohio, has been elected superintendent of schools. He succeeds the late Stanley Hall.

• Supt. ARTHUR E. ERICKSON, of Ironwood, Mich., has been re-elected for a three-year term.

• Supt. O. J. ATTOE, of Washburn, Wis., has been re-elected for another year.

• Mr. WARREN SHEPHERD, of Litchfield, Ill., has been elected superintendent of schools at Mt. Olive. He succeeds Prof. R. N. Thomason, who has retired.

• Supt. C. J. CHRISTIANSON, of Clarion, Iowa, has been re-elected for a three-year term.

• Supt. THOMAS W. FIGLEY, of Glouster, Ohio, has been re-elected for another year.

• Supt. H. H. DRUHOT, of Lebanon, Ohio, has been re-elected for a three-year term.

• Supt. J. R. MORRISON, of Constantine, Mich., has been re-elected for another year.

• Supt. H. A. HARTMAN, of Vermillion, S. Dak., has been re-elected for his eighth consecutive term.

• Mr. WILLIAM W. GRIFFITH, superintendent of schools at Ferguson, Mo., for 28 years, died at his home on February 23, after a short illness of pneumonia.

• Mr. LOUIS M. KLEIN has been elected superintendent of schools at Harrison, N. Y. He succeeds the late George U. Hill.

• Mr. WILLIAM D. KENNEN, who resigned last year as superintendent of schools at Supply, Okla., died at Pueblo, Colo., on February 10.

• Supt. R. E. OFFENHAUER, of Lima, Ohio, has accepted appointment as consultant *ex officio* for the Educational Policies Commission at Washington, D. C.

• Supt. A. L. THRELKELD, of Denver, Colo., has been elected president of the National Education Association for the year 1936. Mr. Threlkeld succeeds A. J. STODDARD, who automatically becomes vice-president.

• Mr. TIRREY WILEMON has been elected superintendent of schools at Waxahatchie, Tex. He succeeds G. B. Winn, who resigned.

• Mr. JOE T. WILLIAMSON, of Hobart, Okla., has been elected superintendent of schools at Woodward, to succeed E. H. Homberger.

• Mr. WARD N. BLACK has been appointed assistant state superintendent of public instruction of Illinois, to succeed the late Mr. L. W. Ragland.

• Dr. JAMES HARVEY ROBINSON, well-known history writer, died suddenly of a heart attack in his home in New York City, on February 17. He was 73 years old. Dr. Robinson, who was born in Bloomington, Ill., attended the State University Normal and had studied at Harvard University. He was a professor of European history at Columbia University from 1895 to 1919, and was the author of several works on history and its teaching. In 1928, Dr. Robinson was elected president of the American Historical Association.

• Supt. C. W. CROSS, of Faribault, Minn., has been re-elected for the next school year.

• Mr. H. C. VANNORSDALE, of West Unity, Ohio, has been named as superintendent of William County School.

• Supt. REEDE GRAY, of Redwood Falls, Minn., has been re-elected for a second term.

• Supt. H. C. BAUER, of Lakefield, Minn., has been re-elected for another year.

• Mr. DONALD CAREY, superintendent of schools at Augusta, Mich., has resigned.

• Mr. L. W. REESE has been elected superintendent of schools at Washington C. H., Ohio. He succeeds A. D. St. Clair.

• Supt. D. L. DOWNING, of the Covington-Troy Township school system, Covington, Ind., has been elected a member of the executive committee of the Indiana Town and City Superintendents' Association.

• Mr. J. B. RIFE, a member of the school board of Greene County, Ohio, for 21 years, began a new four-year term this year. Mr. Rife was elected a member of the first county school board in 1914 and has served continuously since that time.

• Mr. WALTER E. JONES has resigned as a member of the school board of Shadyside, Ohio.

• The school board of Greenfield, Mass., has reorganized, with the re-election of Mr. G. W. CARPENTER as president, and Mrs. EDWIN R. FISKE as secretary. Mr. WILLARD McLEOD is the new member of the board.

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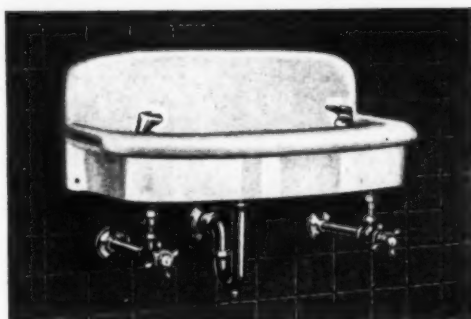
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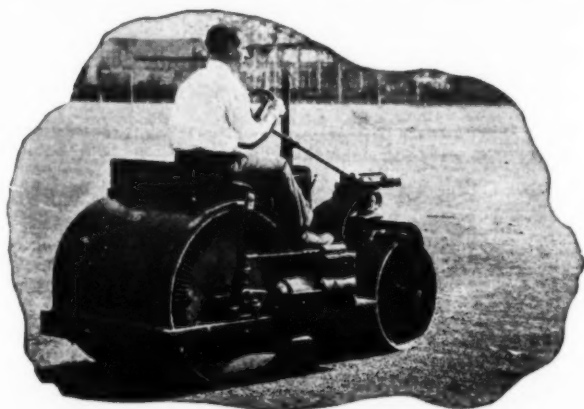
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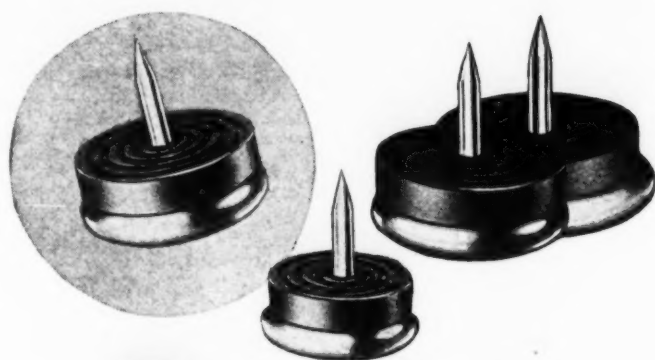


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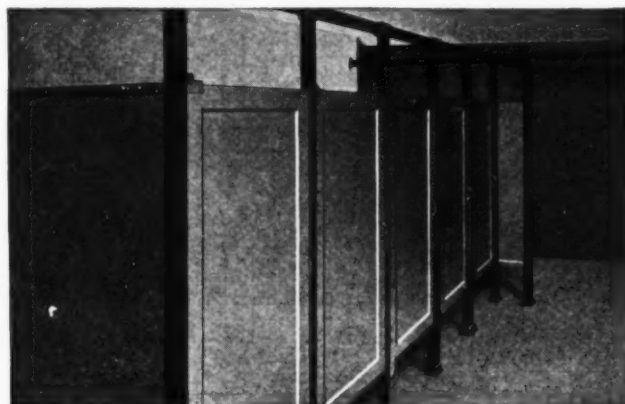
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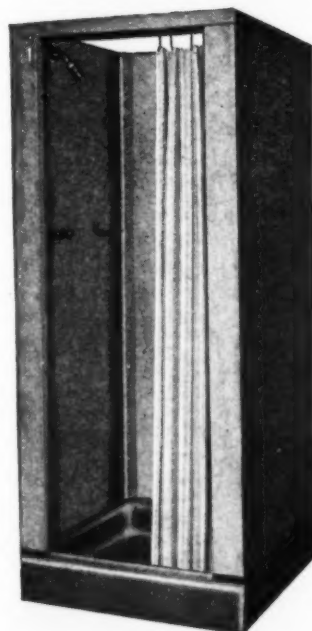
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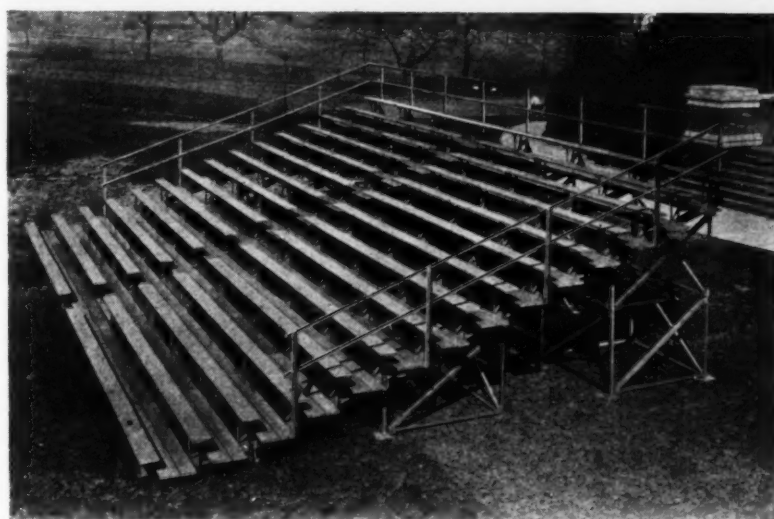
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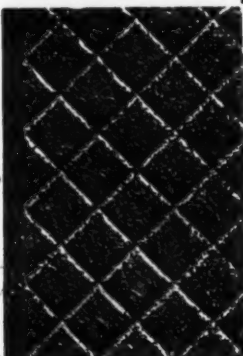
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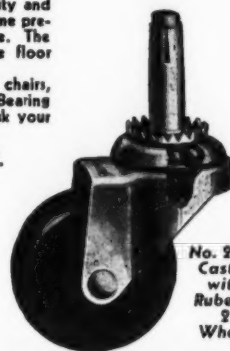
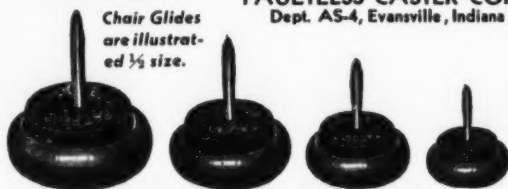
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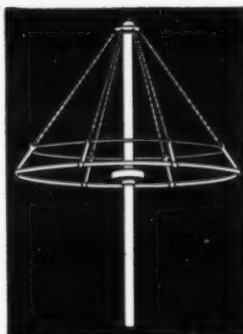


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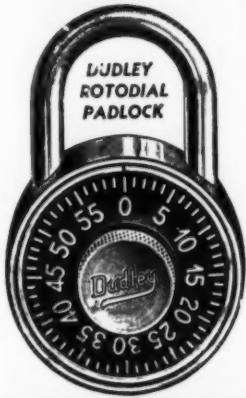
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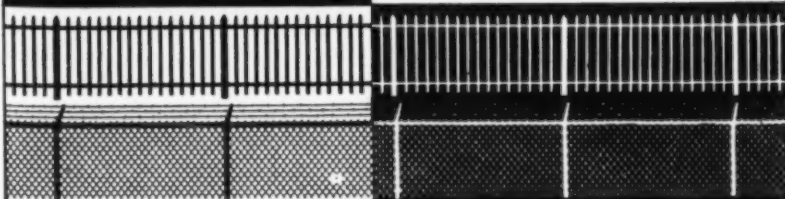
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Chamber of Commerce Building
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101 Park Ave. New York City, N. Y.

MR. REX L. BOYER

(Concluded from Page 23)

being admitted to the bar he has practiced law and has been chief deputy district attorney for several years. In the district attorney's office he has charge of the department of school law. He is married and has two sons in the senior high school.

In addition to active participation in civic and service club activities, Mr. Boyer is deeply interested in the Boy Scouts, Sea Scouts, and Camp-fire Girls, devoting considerable time to these organizations.

Mr. Boyer became a member of the elementary-school board in 1927, and of the high-school board in 1928. He has been president of both boards during most of the time.

Among the achievements made during Mr.

Boyer's leadership are: the organization and building of a junior high school that ranks as one of the best in the state; the consolidation of the elementary- and high-school districts under one administrative head; an administration during a period of economic hysteria, that was economical, but did not cripple the efficiency of instruction or "slash" the salaries of teachers; the inclusion of the county tuberculosis preventorium, Sunshine Camp, as a unit of the Martinez school system; the extension of instruction into the home of physically handicapped children; the development of a program of educational research and pupil guidance which reaches each school unit; the extension of the school health program to include the junior and senior high schools; development of vocational courses that now stand among the first three in the State.

Recently Mr. Boyer has prepared what he has entitled an "A-B-C Code for California School Trustees." This is an excellent summary of California school legislation, prepared by one well able to do it, and written in nontechnical language for the benefit of the layman.

WHAT SCHOOL BOARDS SHOULD DEMAND OF TEACHERS' COLLEGES

(Concluded from Page 41)

A composite of all the personality ratings by all a candidate's teachers during the last four years of the public high-school period should *speal volumes* to those interested in the selection of potential teachers. Likewise it should be the most valuable record to follow any student's application for college entrance, since guidance seems to be one of the weakest spots in the sphere of college responsibility.

The form which follows is a confidential record handed in by each of our teachers for each student in his or her classes at the close of each year.

Personality Rating Card For Confidential Report File

NOTE: This is the most important part of the student's permanent record. Please give it your most conscientious attention.

Place a check mark opposite each item, representing your estimate of the students rank as compared with all school children of like age.

Student's Name

Item	Upper Fifth	Second Fifth	Third Fifth	Fourth Fifth	Lowest Fifth
Leadership					
Personal magnetism..					
Self-confidence, resourcefulness					
Common sense, judgment, tact					
Co-operation					
Cheerfulness					
Enthusiasm, optimism					
Self-control					
Dependability					
Personal appearance, neatness					
Poise, bearing					
Voice					
Morality					
Health					
Use of English.....					
Freedom from foreign accent					
Disregarding scholastic considerations, indicate your estimate of the student's qualifications for the various types of vocations listed:					
Teaching					
Medical sciences or nursing					
Law					
Ministry					
Politics, statecraft...					
Engineering					
Civil service					
Clerical work					
Farming					
Business					
Stage career					
Home building					
Research					
Commercial art					
Journalism					
Skilled labor					
Common labor					
Name of teacher doing rating.....					

♦ Puente, Calif. New courses being offered in the grade schools include one in cooking for eighth-grade boys, and one in manual training for eighth-grade girls.

♦ The administrative department of the public schools of Puente, Calif., under the direction of Supt. Douglas P. Lucas, has begun the compilation of a complete history of the school system from its organization to the present time. Among the items stressed are teachers, trustees, enrollment, graduates. The report will be printed in pamphlet form and will be filed as a reference work in the school office.

♦ Lynn, Mass. The "no homework" experiment in the Pickering Junior High School, in operation since last April, has proved so successful that all homework may be dropped in the schools. Parents and school authorities are satisfied with the experiment and have pointed out that there have been fewer failures than ever in the schools.

THE MARKET PLACE

Tubular and Spiral Slide Type FIRE ESCAPES

More than 5,000 in use
POTTER MFG. CORPORATION
4808 N. Kimball Ave., Chicago, Ill.
Catalog on Request

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Est. 1855 CHARLES W. MULFORD, Prop. Est. 1855
366 Fifth Avenue, between 34th and 35th Sts., NEW YORK
Branch 945 Union Trust Bldg., Pittsburgh, Pa.
Offices: 1836 Euclid Avenue, Cleveland, Ohio
A Superior Agency for Superior People
We Register Only Reliable Candidates
Services Free to School Officials
Member National Association of Teachers' Agencies

DUDFIELD'S Dustless Crayon Trough and Blackboard Trim

A neat substantial metal trim for blackboards, with a chalk trough that takes care of the dust, and an eraser cleaner for cleaning erasers.
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Scenic Studios
TIFFIN, OHIO
TRADE MARK
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for Free
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EQUIPMENT
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Equipment
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FOR SALE — A NEW SANDER AND GRINDER. HAS 22" diameter tilting table. Takes spindles from 2" to 5 1/2" in diameter and 10" long. Equipped with 1/2 H.P. repulsion type motor 2000 R.P.M. Here is a bargain. WRITE FOR PRICES TO DEPT. 54. AMERICAN SCHOOL BOARD JOURNAL, MILWAUKEE, WIS.

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Transform your gymnasium, recreation or other room into dining room in five minutes. In successful use in Detroit schools for five years. Illustrated literature on request.

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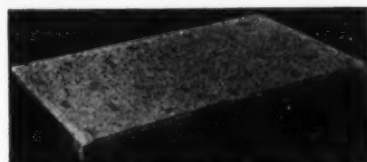
The best school systems throughout the country, both public and private, request us to recommend teachers to them. Excellent teachers are always in demand.

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Manufacturers of fine mats for a quarter of a century.
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Ask for our new illustrated catalog describing 300 sanitary chemicals, cleaners, soaps, waxes and floor treatments. All products necessary for sanitary maintenance of your school.

Lowest Prices — Quality Merchandise

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Inquiries invited from School Supply Distributors

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Every day . . . every minute, during this long period, the undivided attention of this organization has been centered on this one product. Little wonder that pencil point smoothness and long wearing quality have been so perfectly combined in these school pens.

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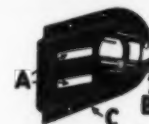
WINS THE APPROVAL of school authorities everywhere for a replacement well. It costs less. It "stays put" and cannot be damaged easily. It has no equal for durability. Ink spilling and "tinkering" is practically eliminated at desks fitted with U. S. Inkwells. Its dust-proof and airtight construction also stops the trouble of ink drying. Teachers recommend it because of its noiseless operation.

EASY TO INSTALL—The ease with which U. S. Inkwells are installed in any type of school desk make them the outstanding favorite for replacement purposes. Anyone capable of handling a screw driver can put in U. S. Inkwells without trouble.

Free Sample Sent to School Executives

U. S. INK WELL CO. 416 S. W. 9th St.
Des Moines, Iowa

STRONGEST



A. Flat Steel springs (resting on desk) force well into air tight contact with lid.

B. Heavy Glass Inkwell — Easily cleaned — Round bottom—Pupil cannot set on desk.

C. Heavy Black Japanned Steel Frame.

The lid slides shut—making well air tight. Three screws attach well to the desk. Raised penholders in the steel frame increase convenience and strength.

After the Meeting

Heard at the Department of Superintendence

Mr. W. D. Rich, president of the Deskor Chair Sales Corporation, is a keen observer, as the following incident which he witnessed at St. Louis indicates:

Educator (to exhibitor): "Do you know where the registration booth is?"

Exhibitor: "Yes, sir, I do."

The educator looked at the exhibitor in a bewildered sort of way.

Exhibitor (to educator): "Oh, do you want to know where it is?"

Educator (to exhibitor): "Can you tell me where Aisle G is?"

Exhibitor (to educator): "Yes, sir, down that way" (pointing with his finger).

Educator (to exhibitor): "What aisle is this?"

Exhibitor: "This is Aisle J."

Educator (to exhibitor): "How far down is Aisle G?"

Educator (to exhibitor): "How much are these chairs worth?"

Exhibitor: "At least ten times what they cost."

Starting Early

Teacher: Why were you away from school yesterday?

Pupil: My father is a communist and he teaches me class hatred.

Mother Also Interested

The teacher was explaining to the class the meaning of the word *recuperate*. "Now, Tommy," she said to a small boy, "when your father has worked hard all day, he is tired and worn out, isn't he?"

"Yes, ma'm."

"Then, when night comes, and his work is over for the day, what does he do?"

"That's what mother wants to know," Tommy explained.

DR. BUCKINGHAM JOINS GINN

Ginn & Company, Boston, have announced the admittance of Dr. Burdette R. Buckingham as a partner in the firm.

Dr. Buckingham joined the editorial department of Ginn & Company in 1928 and has been in charge of the elementary-school and junior-high-school publications of the firm. Previously he had been director of the Bureau of Educational Research at Ohio State University, in Columbus.

Dr. Buckingham holds the B.A. and M.A. degrees from Wesleyan University, the Pd.B., from the State Normal College in Albany, N. Y., and the Ph.D., from



B. R. BUCKINGHAM, Ph.D.

Teachers College, Columbia University, and the Ed.D., from Miami University. He has had years of experience as a teacher and principal; he has been chief statistician for the superintendent of schools of New York City, educational statistician for the Wisconsin State Board of Education, professor of education and director of the Bureau of Educational Research at the University of Illinois, and director of the Bureau of Educational Research of Ohio University. He has also been a member of the faculty of the Harvard Graduate School of Education.

Dr. Buckingham has been a frequent contributor to educational periodicals and is author of a number of publications and research treatises on educational topics.

Buyers' News

National Lock Company Observes Anniversary. The National Lock Company, of Rockford, Ill., has issued an illustrated brochure in commemoration of the successful completion of a third of a century's operations by the firm.

The Company, founded in 1903, with a capital of \$5,000 and with less than 3,000 square feet of floor space, has grown in 33 years, until it now owns a plant valued at half a million dollars, with floor space covering more than twelve acres, and a field staff and factory workers reaching 2,400 employees.

The National Lock Company manufactures a complete line of cabinet locks, butts and hinges, furniture hardware, kitchen-cabinet hardware, radio hardware, refrigerator hardware, and wood screws, in addition to a line of bolts and screws for the use of automobile, implement, and machine-tool builders. The Company maintains a large staff of experts in its research and engineering departments, who are responsible for designing and testing the firm's products. Its sales and service organization has given the "National Lock" products international distribution.

Announce New Shop Booklets. The South Bend Lathe Works at South Bend, Ind., has announced two interesting shop booklets which should prove helpful to school officials and architects interested in the planning and equipment of shops in school buildings. They indicate how the school shop can be laid out to the best advantage and economy, and how it can be equipped to meet the particular needs of students and instructors.

One booklet entitled, *Modern School Shops*, presents interesting views of vocational departments in a number of schools, and shows the kinds and sizes of machinery most practical and useful for students in modern machine-shop practice.

A second booklet, *The School Shop*, contains illustrations, layout plans, and types of equipment necessary for machine shops in vocational and trade schools, and general school shops.

Issue Film Directory. The Victor Animatograph Corporation, Davenport, Iowa, has issued the fifth revised edition of its well-known Directory of 16-mm. Films. The directory includes films available from governmental and institutional sources, educational and religious film producers, industrial films, commercial film producers, film agencies, and local film libraries.

Heywood-Wakefield Occupies New Building. The Heywood-Wakefield Company has taken a lease on the entire east end of the first floor of a building at 1 Park Avenue, New York City. This building affords increased space for the use of the firm.

The Heywood-Wakefield Company, in addition to its regular furniture lines, has complete displays of theater seating, school furniture, commercial, and railway seating, which will be on display at the new building. The public seating department and the regular New York sales offices will be concentrated at 1 Park Avenue.

Announce New B. and L. Micro-Projectors. The Bausch & Lomb Optical Company, Rochester, N. Y., has announced two new micro-projectors, designed especially for the use of high schools. The Model B micro-projector has a substantial metal base, supporting the light source and microscope, and can be used with any standard microscope. It is compact and easy to set up. The Model AA micro-projector has an efficient condensing lens system, a water cooling cell, is equipped for both coarse and fine adjustment, and has a special body tube for permitting projection of a large field. It is compact, permanently aligned, and efficient.

Complete information is available upon application to the Bausch & Lomb Optical Company.

DeVry Summer School of Visual Education. The annual DeVry Summer School of Visual Education will be held from June 22 to 25, at Chicago, Ill. The school offers an unrivaled opportunity for teachers and advertising men to view in one place the outstanding films of the year and to compare notes on the most desirable features of industrial and educational films considered in the light of modern pedagogical and sales technique.

Issue Cleaning Supplies Catalog. The Trojan Products & Manufacturing Company, Inc., 3107 South Wabash Avenue, Chicago, Ill., have just published a new and complete catalog of sanitary products for school use. In it are included more than 300 sanitary specialties to be used in maintaining school buildings, both indoors and out of doors. In addition to the materials, the firm offers a wide variety of equipment items, such as soap dispensers, sprayers, floor and scrubbing brushes, mops, applicators, and caulking and roof-repairing tools.

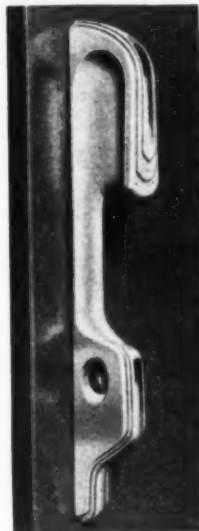
The catalog will be sent on request to any school executive.

TRADE PRODUCTS

Bradley Extends Line of Pressed Iron Washfountains. The Bradley Washfountain Company, 2203 West Michigan St., Milwaukee, Wis., has announced the extension of its line of enameled, pressed-iron washfountains to include new 36-in. diameter circular units and 54-in. diameter semicircular units.

These units, which are fabricated from high-quality, deep-drawing annealed stock, and reinforced with special annular and semiannular discs, are very substantial and able to withstand the rough usage of washroom fixtures in shops, institutions, and public buildings. They are free from surface irregularities, do not break easily, and are lighter in weight than other common types of washfountains.

New All-Steel-Equip Lockers. The new line of all-steel lockers, recently developed by the All-Steel-Equip Company, of Aurora, Ill., indicates a number of complete departures from ordinary locker design.



NEW ALL-STEEL
WARDROBE
HANDLE

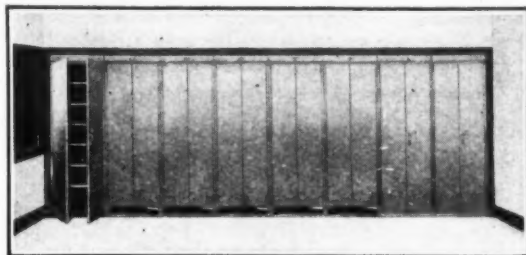
One of the main features is the radically different style of handle. The services of the stylist, Mr. William A. Kendall, were employed for the development of these new lockers, and in creating the handle, he followed true functional requirements rather than precedent. Conforming in line with the locker itself, the handle was designed to permit easy grasp with the thumb and forefinger, and can be operated with the finger tip. It is designed to prevent the hanging of towels or clothing.

Other features of the lockers are the streamlined hinge, built into the door, the new style louvers, giving an improved appearance and decoration to the door front, and permitting better ventilation.

The new A-S-E catalog lists a number of new lockers manufactured by this firm, which are available in a variety of sizes and styles.

Announce New Multiple-Operated Bergerobes. The Berger Mfg. Company, Canton, Ohio, manufacturers of modern school wardrobes, have issued a new catalog, illustrating the new Bergerobes for use in elementary schools.

These Bergerobes are multiple operated, multiple locked, and designed to open and close simultaneously. The doors are of the receding type; the hardware is



THE NEW MULTIPLE-OPERATED BERGEROBE

ball-bearing and nonprojecting; and the shelves are adjustable, permitting shelf-height changes at any time. A unique ventilating system is provided through an open space beneath each door, permitting room air to pass through the clothing and up through the perforated ceiling into vent ducts above.



BERGEROBE
UNIT

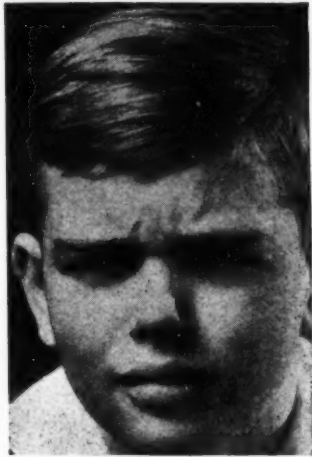
The latest Berger wardrobe is designed for use by groups of pupils, with specific allotted individual space for pupils, and insuring efficient movement of pupils at all times. Economies in building cost are effected, due to the fact that deep recesses are not required, and the recesses need not be plastered and finished, since the wardrobes may be installed in unfinished spaces. Berger wardrobes in actual use prove the manufacturer's claim that they are economical of space and cost, capable of efficient operation, and result in a reduction of maintenance expense.

A copy of the catalog will be sent to any school official who requests it.

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Sterling does not reflect light. Pupils in the back of the room or on the sides can always see the writing without squinting or straining the eyes.

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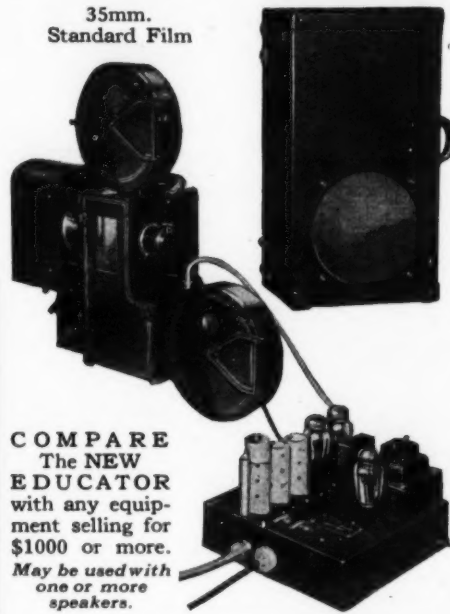
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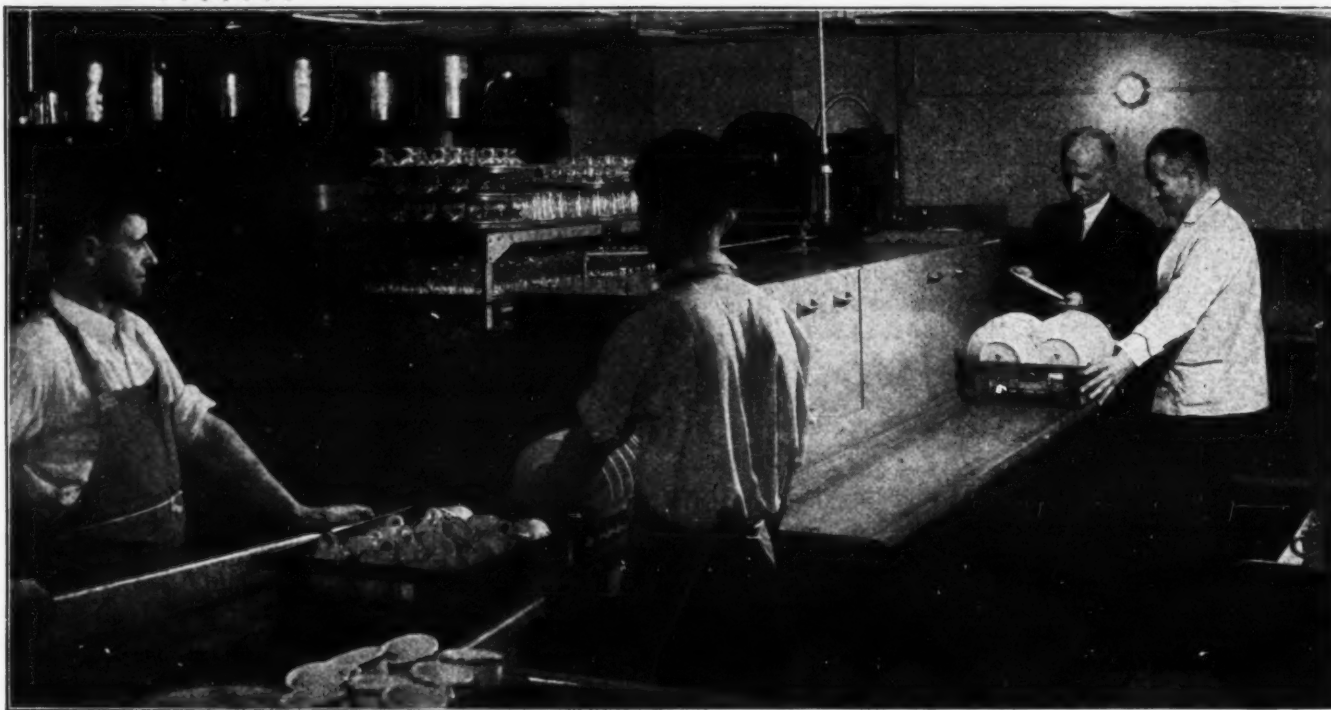
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CHICAGO

ADVERTISERS' INDEX

Allyn & Bacon.....	4th Cover	Graybar Electric Co., Inc.....	63	RCA Mfg. Co., Inc.....	2
All-Steel-Equip Co., Inc.....	51	Gregg Publishing Company.....	54	Royal Metal Mfg. Company.....	57
American Abrasive Metals Co.....	78			Rundle-Spence Mfg. Co.....	10
American Crayon Company.....	11				
American Seating Company.....	47	Hamilton-Invincible, Inc.....	74	Sanford Manufacturing Co.....	81
American Type Founders Sales Corp.....	64	Hartman & Co., Wm. E.....	81	Sengbusch Self-Closing Inkstand Company.....	79
Ampco Corporation, The.....	74	Heywood-Wakefield Co.....	54	Schermerhorn Teachers' Agency.....	81
A. P. W. Paper Company.....	69	Hild Floor Machine Co.....	81	Sheldon & Company, E. H.....	6
Architects Directory.....	80	Hillyard Chemical Co.....	68	Sloan Valve Company.....	4
Armstrong Cork Products Company.....	49	Holden Patent Book Cover Co.....	55	Spencer Lens Company.....	64
Austral Sales Corp.....	2nd Cover	Holmes Projector Company.....	83	Spencer Turbine Company.....	10
Automatic Pencil Sharpener Co.....	79	Huntington Laboratories.....	60	Squires Inkwell Co.....	74
				Standard Conveyor Co.....	81
Bassick Company, The.....	76	International Business Machines Corp.....	53	Standard Electric Time Co., The.....	48
Bausch & Lomb Optical Co.....	59	Irwin Seating Company.....	62	Standard Gas Equipment Co.....	9
Beck Studios.....	81			Stewart Iron Works Co., The.....	79
Berger Mfg. Company.....	73	Johnson Service Company.....	14	Sturtevant Company, B. F.....	8
Boehm Bindery, The.....	81				
Bruce Publishing Company.....	77	Kewaunee Mfg. Company.....	52	Taylor Company, Halsey W.....	8
Butler Mfg. Co.....	6	Kimball Company, W. W.....	70	Tiffin Scenic Studios.....	81
				Titusville Iron Works Co., The.....	79
Carbon Solvents Laboratories.....	81	Lyon Metal Products, Inc.....	74	Trane Company, The.....	79
Celotex Company, The.....	5			Trojan Products & Mfg. Co., Inc.....	81
Century Brass Works.....	76	Maple Flooring Manufacturers Association....	1	Turner & Harrison Pen Mfg. Co., Inc.....	81
Chamberlin Metal Weather Strip Co., Inc.....	6	Medart Mfg. Co., Fred.....	70	Twin City Scenic Co.....	79
Clarín Manufacturing Co.....	73	Midland Chemical Laboratories.....	75		
Colgate-Palmolive-Peet Co.....	71	Miller Keyless Lock Co., J. B.....	78	Universal Bleacher Co.....	78
		Minneapolis-Honeywell Regulator Co.....	3rd Cover	Underwood Elliott Fisher Co.....	12
Deskor Chair Sales Corp.....	61			U. S. Inkwell Company.....	81
DeVry, Inc., Herman A.....	73	Nesbitt, Inc., John J.....	6	Universal Scenic Studios.....	8
Dick Company, A. B.....	3	New York Silicate Book Slate Co.....	72		
Drapor Shade Co., Luther O.....	77	Newcastle Products, Inc.....	78	Vestal Chemical Company.....	4
Dudfield Mfg. Co.....	81	Norton Company.....	59	Victor Animatograph Corp.....	2
Dudley Lock Corporation.....	79	Norton Door Closer Company.....	8	Vonnegut Hardware Co.....	7
		Nystrom & Co., A. J.....	72		
Evans, W. L.....	2			Walrus Mfg. Company.....	66
Everwear Mfg. Co.....	78	Peabody Seating Company, The.....	58	Warren Telechron Company.....	10
		Petersen & Company.....	81	Wayne Iron Works.....	77
Faultless Caster Company.....	78	Pierce Governor Company, The.....	76	Weber Costello Company.....	83
Fiat Metal Mfg. Company.....	76	Potter Manufacturing Corp.....	81	Wood Conversion Company.....	67
Finnell System, Inc.....	67	Premier Engraving Co.....	78	World Book Company.....	54
Fisk Teachers Agency.....	81				
Ford Company, The J. B.....	84			Yale & Towne Mfg. Company.....	4

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EFFICIENT, economical dishwashing is assured you when you use the combination of Wyandotte Cherokee Cleaner and the experience of your Wyandotte Service Representative.

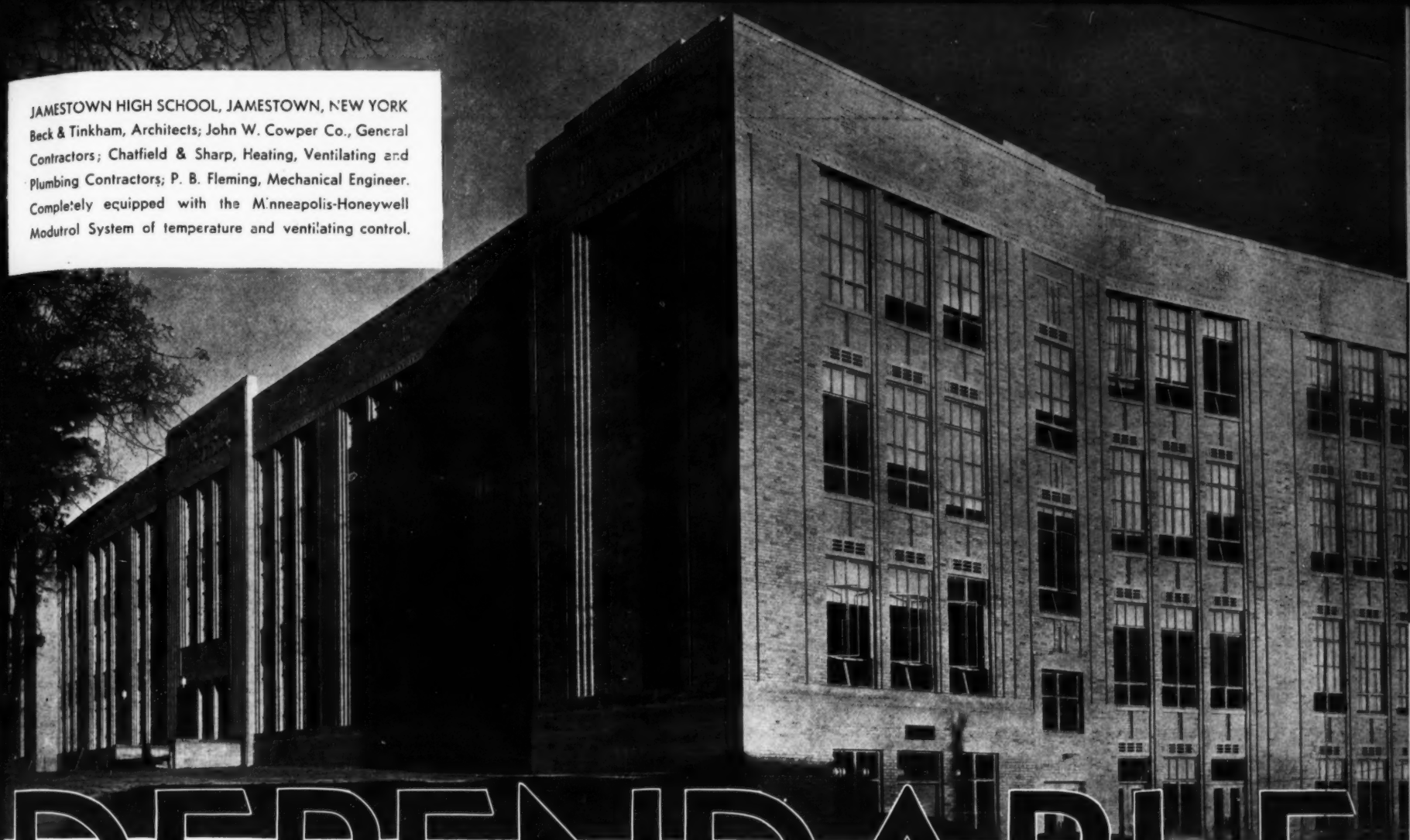
Cleaner dishes at lower costs are definitely guaranteed you when you use Wyandotte Cherokee Cleaner. It is especially made for machine dishwashing and is all active cleaner, - - no filler, no grease.

And your Wyandotte Service Representative is always glad to work with you to help you solve your dishwashing problems. His services are available to you without cost or obligation.

Put this combination to work for you. You'll find you can save money and protect the life and appearance of your dishes, silver and glassware.

Wyandotte
Cherokee Cleaner

THE J. B. FORD CO., Wyandotte, Mich.



JAMESTOWN HIGH SCHOOL, JAMESTOWN, NEW YORK
Beck & Tinkham, Architects; John W. Cowper Co., General
Contractors; Chatfield & Sharp, Heating, Ventilating and
Plumbing Contractors; P. B. Fleming, Mechanical Engineer.
Completely equipped with the Minneapolis-Honeywell
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DEPENDABLE

Modern Electric Control

IN keeping with its modern design and equipment, the Minneapolis-Honeywell Modutrol System of electric temperature and ventilating control was selected for the new Jamestown High School, Jamestown, New York. In this complete control installation, combustion controls were installed on stokers supplying the heat for the entire building with a Brown Instrument CO₂ recorder keeping a permanent record of firing efficiency. In rooms and offices direct radiation is under Modustat individual radiator control, while the unit ventilators installed in the class rooms are controlled by room thermostats. Control is also provided for the fan system supplying ventil-

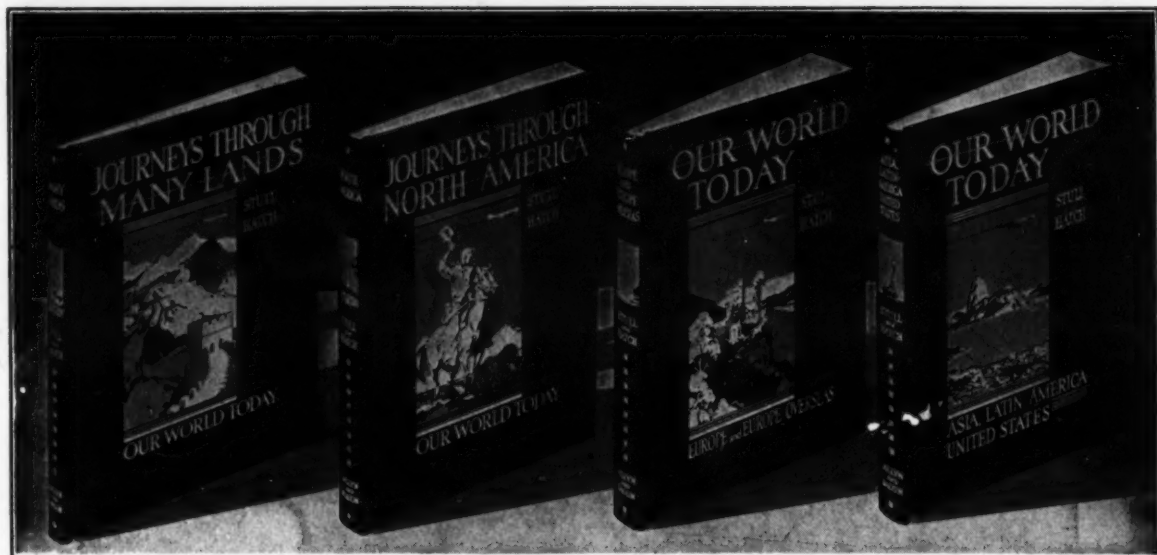
ation in the auditorium, gymnasium and cafeteria. The entire building is divided into zones with regard to type and time of occupancy and outside weather conditions, while lowered night temperature and weekend-holiday shutdown conserve fuel when the building is not occupied . . . The Minneapolis-Honeywell Modutrol System is adaptable to your school whether it is old or new, large or small. For complete information as to installation, cost and operating economies, consult the Minneapolis-Honeywell branch office in or near your city, or write Minneapolis-Honeywell Regulator Company, 2830 Fourth Avenue South, Minneapolis, Minnesota.

DEPENDABLE CONTROLS COST LESS THAN SERVICE

MINNEAPOLIS-HONEYWELL

Control Systems

BROWN INSTRUMENTS FOR INDICATING, RECORDING AND CONTROLLING



THE NEW GEOGRAPHY

He was a scholar and a ripe and good one,
Exceeding wise, fair-spoken and persuading.
Shakespeare

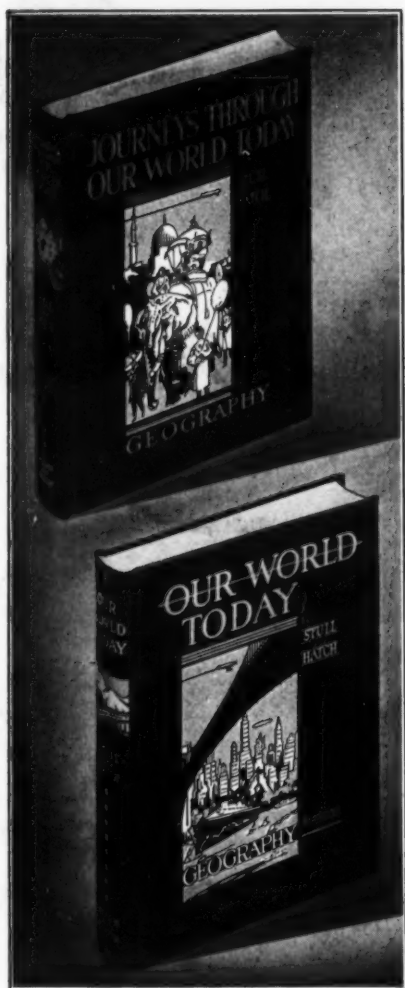
The recent meeting of the Department of Superintendence at St. Louis will linger long in memory as the occasion for one of the finest demonstrations of teaching ever witnessed by those privileged to be present.

Roy Winthrop Hatch, with the platform of the great Auditorium as his classroom, and facing the kindly but critical observation of six thousand teachers from every state in the Union, gave a masterly demonstration of how to teach a controversial subject.

A typical class of young Americans, intent on their topic, Supreme Court Decisions on New Deal Measures, forgot audience and were indifferent to microphones, as they responded to the skillful leadership of Mr. Hatch.

The devoted followers of Plato at the Academy, the eager youths who crowded the classes of Peter Abelard at the Cathedral School of Notre Dame, the young seamen listening with rapt attention to Henry the Navigator in his high tower on a rocky cape of Portugal, were never more closely held under the spell of a teacher's genius than were these young moderns under the guidance of Professor Hatch.

Fortunately, we are living in an era when fine teaching need not be limited to a favored few. The teaching genius shown so spectacularly to the assembled audience at the Department of Superintendence characterizes Professor Hatch's writings as well as his classroom work. It is perhaps most noticeable in his collaboration with Professor Stull which produced the New Geographies, *Our World Today*, generally conceded to be the most teachable as well as the most interesting and attractive textbooks in this subject.



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